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ABSTRACT

Included are presentations on (or entitled): (1) teacher education programs (City University of New York); (2) staff development (Charlotte Frank); (3) teacher training and assessment (Mary E. Dilworth); (4) professional improvement (Doran Christensen); (5) "A Response to the Excellence Reports" (Robin Boucher); (6) teacher selection, training, and recognition (Leonard S. Blackman); (7) role of liberal arts in teacher education (Hugh G. Petrie); (8) restructuring of teacher education (Gregory R. Anrig); (9) "A Case Study for Quality Control" (Francis X. Sutman); and (10) "Teaching as a Performing Art" (Joe Hasenstab). Appended to Hasenstab's paper is a copy of the summer 1984 issue of The Performance Learning Systems Newsletter on staff development. (CB)

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TESTIMONY PRESENTED AT AN OPEN HEARING OF THE NATIONAL COMMISSION ON EXCELLENCE IN TEACHER EDUCATION (New York, New York, October 18-19, 1984).

Volume I.

National Commission on Excellence in Teacher Education, Washington, DC.

SP 025 583

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School of Education
Office of the Dean

Commentary on Teacher Education Programs
Brooklyn College
of
The City University of New York

(Prepared for regional hearings of the National Commission on Exellence, New York City, October 19, 1984)

SP 025 583

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Brooklyn College of The City University of New York, Brooklyn, New York 11210 718-780-5208

Brooklyn College Teacher

Preparation Programs

Brooklyn College of the City University of New York offers undergraduate programs in Early Childhood, Elementary, Elementary with Specialization in Bilingual Education, Elementary with specialization in Special Education, and in Secondary Education. Graduate offerings include programs in Early Childhood, Elementary, Secondary, Education of Children with Emotional Handicaps, Education of Children with Neuropsychological Learning Disabilities, and certificate Programs in Administration and Supervision, Guidance and Counseling and School Psychology, Reading.

The School of Education faculty developed assumptions which they feel are critical to the development of teacher education programs which encourage excellence in teaching. These assumptions are:

1. The basic institutions and their value structure in our world are changing at an exponential rate. Therefore, teachers should be educated to be aware of and play a major role in shaping the changes that seem certain to occur in the field of eduction.

2. The curriculum can continue to be relevant to the changing world only if it is an open system with a built-in intention, action, and feed-back structure for processing ideas, generating hypotheses and collecting data regarding the system and its relation to the changing world in which the curriculum will exist.

3. The curriculum can continue to be relevant to the changing world only if it creates a new kind of teacher--one who is an interesting, interested, basically well-educated person who is an effective student of human learning, is aware of a conscious personal philosophy and assumes a role as a responsible agent of social change.

4. The education of teachers should involve not only the College but cooperation that involves the College, public schools, community school boards, parents, teacher unions and educational industries working together in new ways.

5. Teacher education should include a broad general education with an interdisciplinary focus. This focus may provide interdisciplinary experiences in the professional sequence and concentration in one or more related disciplines in the liberal arts. This implies the collaboration of Liberal Arts and Education faculties, and school personnel in the development of an integrated curriculum.

6. The program should be performance-based and structured to provide an integration of direct experiences in the education of children and youth in an urban environment, the study of the theoretical bases for this education, and the evaluation of the behaviors employed to bring about this education. This concentrated study and service throughout each entire sequence should be based in the

School-Community Teaching-Learning Centers to which students should be assigned for periods of from two to four years depending on their time of entry into the Teacher Education Program. The Campus Media Learning Center would be a Campus base and both Centers would provide materials and resources for research related to the Program.

7. The Program should be part of a five-year program to educate beginning teachers. It is assumed that the Undergraduate Program would provide the base for the Graduate Program.

8. Analysis and Interpretation of Behaviors in Teaching-Learning Situations:

   a. Teaching behavior is complex and involves interactions between teachers and students as well as interactions with course materials.

   b. In every course in the Program the course work (experiences and related content) should be developed through the building of a conceptual system of teaching by identifying, analyzing, and interpreting behaviors in teaching-learning situations. There are several systems that could be used as models but faculty and students could also develop their own system. The overall objective would be to train prospective teachers and, in turn, the children and youth they teach to think reflectively about behaviors.

   c. It is assumed that this training would develop in prospective teachers the ability to interpret quickly and thoroughly the events that will happen in the classroom and community when they assume comprehensive teaching.

   d. In this Program course content would be used to expand on and analyze experiences, and course content therefore, would take on added meaning in practice.

Reflecting these assumptions, Brooklyn College undergraduate and graduate programs have always had:

1. a strong liberal arts component directed toward the preparation of well informed teachers who are critical thinkers and sensitive evaluators of their learning. Recently, in order to further strengthen the liberal arts, the Brooklyn College faculty developed a Core Program required of all students and consisting of ten courses in core areas including:

   First Tier

   Core Studies 1 Classical Origins of Western Culture

   Core Studies 2 Introduction to Art (2.1)
   Introduction to Music (2.2)

   Core Studies 3 People, Power, and Politics

   Core Studies 4 The Shaping of the Modern World

Core Studies 5 Introduction to Mathematical Reasoning and Computer Programming

Second Tier

Core Studies 6 Landmarks of Literature

Core Studies 7 Science in Modern Life I: Chemistry (7.1) and Physics (7.2)

Core Studies 8 Science in Modern Life II: Biology (8.1) and Geology (8.2)

Core Studies 9 Studies in African, Asian, and Latin American Cultures

Core Studies 10 Knowledge, Existence, and Values

2. an intensive preparation in teaching the content areas effectively to children. (A total of 44 credits in Early Childhood and Elementary, 20 credits in Secondary Education including social studies, science, mathematics, language arts, fine arts, all comprised of theoretical and field components.)

3. a field component in every Education course so that every student is required to demonstrate the ability to teach in each content area. Field experiences in undergraduate extend over two and a half years; field experiences in graduate program constitute approximately one third of total contact hours.

At Brooklyn College, the professional faculty develops field sites and are present as supervisors and interpreters whenever their students are assigned to the laboratory sites. The faculty has, in the face of many obstacles such as (1) difficult urban travel, (2) location of field sites in blighted, high crime areas, (3) heavily curtailed faculty resources and (4) high cost of implementing field-based operations, remained totally committed to field-centered teacher preparation programs. As in the best medical education programs, doctors have the major part of their preparation in hospitals: so, programs of excellence in teacher education need strong, expertly supervised field experience.

In summary, Brooklyn College faculty is committed to teacher preparation programs which provide for teachers and potential teachers, a strong liberal arts background, and professional education directed toward clear understandings of Education theory and research, with competent demonstration of these understandings in field settings where our children and youth are being educated.

NATIONAL COMMISSION ON EXCELLENCE
IN TEACHER EDUCATION
OCTOBER 19, 1984

CHARLOTTE FRANK, EXECUTIVE DIRECTOR
DIVISION OF CURRICULUM AND INSTRUCTION
NEW YORK CITY BOARD OF EDUCATION

I am glad to have the opportunity to address the Commission on the subject of teacher education. I have some specific recommendations to offer the Commission based on the experience of the New York City Board of Education in conducting staff development for our teachers.

Historically, the common school was established in the United States as a secular institution to serve democracy by creating a literate population. All children had the opportunity to learn to read, write, and compute, in addition to learning what it means to be a good citizen. The classroom teacher was seen as a role model for the children, and was respected by the community at large. Teachers then were not under attack.

In 1984, we are witness to a decline in our nation's respect for its teaching profession. Our society has denigrated the status of teaching by paying low salaries to its teachers. So we're paying in another way. We are finding it difficult to attract bright young people and keep those who are able in the profession, and there is also nonproductive, and, often unjust, criticism leveled at those who are teaching.

Also, in 1984, there is a movement in this country which conceivably will weaken the public school system still further. Proposed tuition tax credits could erode both the tax base and the constituency for the public schools. School prayer and moments of silence are divisive issues that could obscure the true mission of the schools. Unrealistic demands by special interest groups put pressure on teachers to teach subject matter that could take

valuable time away from important learning. Who, then, would want to become a teacher? But the attacks are still not over!

The various Commission reports that indict our system, that indict our teachers because of didactic teaching, that dwell so much on evidence on passive learning in our students, misconstrue the problem. They do not know what has gone on in our teacher training institutions. I am tired of listening to representatives of higher education indict public school teachers. Who trained these teachers? The representatives of these same colleges and universities who are now indicting their own students. There isn't a school principal who doesn't know the sinking feeling of "I have a whole group of recent graduates - new teachers; now I'm going to have to train them." Obviously what I say is not true for all -- but, unfortunately, true for too many of these institutions.

We in the public schools have been too ready to shoulder blame and too passive to demand what we need from the post secondary schools who ostensibly prepare those who want to be teachers and supervisors. It is time we did something about it. We, the public schools, are the clients and we must assume more responsibility for insuring that our needs are met. We have to become active partners with these teacher training institutions. We now have accepted those who are liberal arts graduates, and have assumed a leadership role in providing for their teacher training because we don't think that the institutions alone did it well enough.

COOPERATIVE MODELS WITH INSTITUTIONS OF HIGHER EDUCATION

As active partners in the educational process we have worked closely with universities and colleges to institute a recertification program to help overcome the terrible shortage of mathematics and science teachers. This program, supported by the New York City Council, has enabled us to offer

courses to over 500 practicing professionals. In the first year of the program more than one hundred ten teachers have qualified for licensure examinations as mathematics instructors. This innovative program will serve to insure that our needs are met as clients in the teacher education process.

We have initiated other cooperative models between colleges and universities, including our new venture in the field of computer technology. The division is collaborating with New York University in offering a sixteen credit Ancillary Certificate Program in Computer Education to teachers and supervisors. During this first semester, courses are being given at three sites in Brooklyn, the Bronx and Manhattan for 120 teachers and supervisors.

To meet the increasing need for computer literacy and in anticipation of new requirements outlined in the State Regents Action Plan, the New York City Board of Education mounted the largest in-service education effort in its history. Since 1982, over 8,000 teachers, paraprofessionals, parents, supervisors and central staff have participated in more than 100 courses offered by the division at 60 satellite centers throughout the five boroughs each term. Five borough Technical Assistance Centers (TAC's) will be in place by February 1985 and modeled after the central Computer and Information Sciences Unit. These TAC's will offer technical support services to schools and communities in staff and curriculum development, evaluation of hardware and selection of appropriate software.

As a result of the recognition that our designs for computer courses in this area have earned, we are planning a third effort — this time with C.W. Post College. A Master of Science in Computer Education degree will be offered at both central headquarters and the college campus, beginning in February 1985.

We have not neglected the need to train potential supervisors and

administrators. In 1980, the New York City Board of Education inaugurated a School District Administrator/Supervisor (SDA/S) graduate program with City College of New York. In its first year, four courses were offered at a central site. Given the overwhelming response from the field, these offerings have increased to eight courses per year. Emerging needs for qualified supervisory personnel especially in the area of special education have been anticipated and met. Adjunct professors have included such practitioners in the field as community superintendents, State Education Department personnel, and central executive directors and heads of offices. A minimum of 500 professionals have participated or completed this one program.

This collaborative effort has been broadened to include the participation of Fordham University. The School Administrator/Supervisor (SA/S) program designed jointly by Fordham and the Division of Curriculum and Instruction addresses the needs of those who seek entry to supervisory positions and those who need to upgrade and/or maintain their skills for new supervisory titles such as the recently created Education Administrator series. To date, approxiately 125 professionals are participating.

NEW YORK CITY BOARD OF EDUCATION - SCHOOL DISTRICT MODELS

Other successful models for intensive teacher preparation were applied four years ago in our staff development design for over 1,500 teachers and supervisors for the Promotional Gates program. This past summer the same models were applied for upgrading the skills of over 2,100 professional personnel. The model stresses:

- Identification of teacher needs,
- Selection of our best teachers as staff developers,
- The use of "turnkey" trainers -- those who are committed to training others to expand our network for staff development,

. Provision for follow-up support and workshops during the year, and

. Use of the latest research in the content areas and staff development to help us in the design of our training programs.

The model was applied to our instructional priorities including the training of 250 key district personnel to strengthen the All-Day Kindergarten and First Grade programs; the preparation of over 600 high school and junior high school mathematics teachers to implement New York State's new 9th Grade Integrated Mathematics syllabus; the orientation of 450 science teachers to our new 9th Grade General Science curriculum; the implementation of two health related curricula for over 200 staff. All 32 community school districts and all our high school districts sent teachers to one or more of these training programs.

We are also training teachers to train other teachers. The IMPACT II program which began as an experiment in the New York City public schools in 1979 and has now been adapted by school systems across the country has forged a network of creative, committed teachers. Through the IMPACT II network successful classroom-based programs are disseminated and teachers are supported in their professional development. Teachers are awarded grants to package their programs and train other teachers, and teachers who wish to adapt programs developed by other teachers are awarded grants to help them do so. Workshops, conferences and interschool visits bring teachers together and weave a powerful network.

If we want teachers to be dynamic in the classroom, we need teacher trainers who are dynamic, knowledgeable, experienced and then we, including the colleges and universities, all need to work together to create a profession that is respected because of its importance. We want to attract able, committed people, not just because they're altruistic, but because

education will provide them with the joys and rewards to which they are entitled. We need to let people know the great pleasures of teaching. At each stage, young people have new lives--and we as teachers are giving them the knowledge and the help they need to make the most of those lives.

Just as we nurture plants to grow and thrive, teachers have the opportunity to work with young people and watch interests emerge and a sense of responsibility develop. As a teacher at the end of the semester after the students have gone, you can close the door and say, "I have helped mold that group of students to be better people, to be better able to help themselves, and also to be able to work for society as a whole." I hope that in the future teachers can also say, "And I have done this without having to moonlight at three other jobs."

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THE COURTS, SCHOOLS, VOTER EDUCATION, HOUSING AND TRAINING SERVICES AND YOUTH ACTIVITIES

Benjamin L. Hooks
Secretary

STATEMENT TO THE

NATIONAL COMMISSION FOR
EXCELLENCE IN
TEACHER EDUCATION

BY

DR. MARY E. DILWORTH, MEMBER
NAACP TASK FORCE ON
TEACHER TRAINING
AND ASSESSMENT

NEW YORK UNIVERSITY
OCTOBER 19, 1984

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STATEMENT OF MARY DILWORTH
NAACP TASK FORCE ON TEACHER TRAINING
AND ASSESSMENT

Mr. Chairman and members of the Commission, I am Mary Dilworth member of the NAACP's Task Force on Teacher Training and Assessment and a Research Fellow with the Institute for the Study of Educational Policy at Howard University in Washington, D.C.

I am speaking on behalf of the National Association for the Advancement of Colored People, an organization founded by educators and scholars and one of the most successful reformist organizations in American history. Today, the NAACP has over 400,000 members and operates through 1,800 local branches, youth councils and college chapters located in 50 states, Europe and the South Pacific. We appreciate this opportunity to testify today on an issue which is of vital and continuing concern to us.

For 75 years the NAACP has diligently fought for educational excellence and equality. The present state of teacher education threatens both of these concepts.

EXCELLENCE IN TEACHER EDUCATION IS NOW DEFINED BY TEST SCORES. MATTERS OF EQUITY AND ACCESS NO LONGER HAVE A PLACE IN THE EQUATION. THE PUBLIC IS SEEMINGLY CONVINCED THAT ADMISSIONS AND CERTIFICATION TESTING OF PROSPECTIVE TEACHERS AND INSERVICE TESTING OF EXPERIENCED TEACHERS WILL CORRECT ALL PROBLEMS IN THE EDUCATIONAL SYSTEM. THERE IS LITTLE CONSIDERATION FOR THE FACT THAT THIS IS AN EXTREMELY NARROW APPROACH TO AN ENORMOUS TASK. PRESENT STANDARDS WILL DEPRIVE AN ENTIRE SEGMENT OF THE POPULATION SPECIFICALLY BLACKS OF REPRESENTATION IN THE TEACHING PROFESSION AND IN THE LONG RUN WILL HAVE A DEVASTATING IMPACT ON THE GROWTH AND DEVELOPMENT OF THIS NATION.

COMPETENCY TESTING OF TEACHERS IS A NATIONAL PHENOMENA. MORE THAN HALF OF THE STATES ARE TESTING FOR CERTIFICATION PURPOSES AND MANY MORE PROPOSALS ARE BEING CONSIDERED. THE CURRENT TESTING MOVEMENT BEGAN AND IS FLOURISHING IN THE SOUTH WHERE MOST ALL BLACK COLLEGES ARE LOCATED. IT IS INTERESTING TO NOTE THAT THESE SAME STATES ARE AMONG THOSE WITH THE LOWEST TEACHER SALARIES AND PER PUPIL EXPENDITURES. THEY ARE ALSO THE STATES WITH THE HIGHEST PERCENTAGE OF MINORITY TEACHERS.

THIS RECENT TREND WHICH ALLOWS COMPETENCY TESTS TO BE USED AS THE SOLE CRITERION FOR ENTRY IN THE PROFESSION HAS ALREADY DEPLINISHED THE SUPPLY OF BLACK AND OTHER MINORITY ENTRANTS. ALTHOUGH THESE STUDENTS HAVE GRADUATED FROM ACCREDITED COLLEGES AND UNIVERSITIES THEY HAVE BEEN UNABLE TO MEET NEW STATE TESTING REQUIREMENTS. FURTHERMORE, MANY STATES HAVE TIED STUDENT PASS RATES TO COLLEGE PROGRAM APPROVAL. AS A RESULT MANY PROGRAMS AT HISTORICALLY BLACK COLLEGES ARE ON PROBATIONARY STATUS OR HAVE BEEN LOST.

IT IS PROJECTED THAT IF THE COMPETENCY TESTING MOVEMENT PERSISTS AT THE PRESENT RATE, MINORITY REPRESENTATION IN THE TEACHING FORCE WILL BE REDUCED FROM 12.5 TO 5 PERCENT BY 1990. THE DATA SPEAKS FOR ~~THEMSELVES~~ itself.

IN JUNE OF THIS YEAR, ONLY 32 PERCENT OF BLACK STUDENTS AND 49 PERCENT OF HISPANIC STUDENTS PASSED THE LICENSING EXAMINATION IN FLORIDA, WHILE 87 PERCENT OF WHITE STUDENTS QUALIFIED. IN ALABAMA, ONLY 43 PERCENT OF BLACK CANDIDATES PASSED THE STATE TEST COMPARED TO 86 PERCENT OF WHITE STUDENTS. IN GEORGIA, 34 PERCENT OF BLACK STUDENTS PASSED THE EXAMINATION ON THE FIRST ATTEMPT BUT 87 PERCENT OF THE WHITE STUDENTS SUCCEEDED.

IN LOUISIANA, IT IS ESTIMATED THAT BLACK TEACHERS REPRESENT ONLY 5 PERCENT OF THE TOTAL POOL OF NEW TEACHERS CERTIFIED BETWEEN 1978 AND 1982 WHILE 37 PERCENT OF THE SCHOOL CHILDREN ARE BLACK. BLACKS CONSTITUTE 47 PERCENT OF THE TEACHING FORCE WITH MORE THAN 15 YEARS OF EXPERIENCE AND ARE APPROACHING RETIREMENT.

PREDICTED NATIONAL TEACHING EXAMINATION (NTE) FAILURE RATES FOR BLACK STUDENTS IN VIRGINIA INDICATE THAT APPROXIMATELY 56 PERCENT OF BLACK STUDENTS WILL FAIL THE COMMUNICATIONS SECTION, COMPARED TO 6 PERCENT OF WHITE STUDENTS; 45 PERCENT WILL FAIL THE GENERAL KNOWLEDGE PORTION; 36 PERCENT WILL FAIL THE PROFESSIONAL KNOWLEDGE SECTIONS. ONLY 2 PERCENT OF WHITE STUDENTS ARE EXPECTED TO FAIL EITHER OF THESE SECTIONS. EVEN WITH THIS KNOWLEDGE THE LEGISLATURE CHOSE NOT TO MAKE ANY ADJUSTMENTS IN THE STANDARD.

IN TEXAS WHERE STUDENTS MUST PASS AN EXAMINATION FOR ADMISSION TO AN EDUCATION PROGRAM, ONLY 16 PERCENT OF BLACKS AND 19 PERCENT OF HISPANICS WERE ABLE TO OBTAIN A PASSING SCORE.

WHILE THERE IS NO COMPELLING EVIDENCE THAT HIGH TEST SCORES MAKE BETTER TEACHERS THE PRESENT STANDARD FOR ENTRY INTO THE PROFESSION REFLECTS THIS THINKING.

EDUCATORS REALIZE THAT GOOD TEACHING REQUIRES MORE THAN THE MASTERY OF BASIC SKILLS MEASURED BY A PAPER AND

PENCIL TEST. ALTHOUGH MOST STATES INDICATE THAT THEY CONSIDER ADDITIONAL FACTORS WHEN CERTIFYING TEACHERS THOSE FACTORS DO NOT CARRY THE SAME TERMINAL IMPACT AS TEST FAILURE. FOR INSTANCE, A STUDENT WHO GRADUATES FROM A TEACHER EDUCATION PROGRAM WITH A C MINUS AVERAGE AND FAIR STUDENT TEACHING PERFORMANCE MAY PASS THE CERTIFICATION EXAMINATION WITH FLYING COLORS AND THUS HAVE NO PROBLEMS IN EMPLOYMENT. HOWEVER, A STUDENT WHO GRADUATES WITH AN A AVERAGE AND WITH EXEMPLARY STUDENT TEACHING PERFORMANCE WOULD BE BARRED FROM THE PROFESSION FOR LACK OF AN APPROPRIATE TEST SCORE. WHICH TEACHER WOULD YOU PREFER FOR YOUR CHILD?

A TEACHER MUST POSSESS COMMUNICATION AND INTERPERSONAL SKILLS NECESSARY TO TRANSMIT KNOWLEDGE TO ALL STUDENTS. A GOOD TEACHER MUST APPRECIATE THE MULTICULTURAL NATURE OF THIS SOCIETY AND UNDERSTAND THE EXISTING DISPARITIES TO EDUCATE ALL CHILDREN EFFECTIVELY. ALL TEACHERS MUST BECOME SENSITIVE TO THESE ISSUES THROUGH TRAINING AND EXPERIENCE PROVIDED IN OUR NATION'S SCHOOLS AND COLLEGES. BLACK SCHOOLS AND DEPARTMENTS OF EDUCATION WHICH ALWAYS ADDRESSED THESE KEY ISSUES AND HAVE TRAINED MANY EXCELLENT TEACHERS ARE NOW UNDER THE THREAT OF ELIMINATION.

WE MUST MAINTAIN A MULTIETHNIC TEACHING FORCE. AT PRESENT, THE MINORITY SCHOOL AGE POPULATION IS INCREASING AT A GREATER RATE THAN THE MAJORITY POPULATION. BLACKS

AND OTHER ETHNIC STUDENTS COMPRISE MORE THAN 50 PERCENT OF THE ENROLLMENT IN 23 OF THE NATION'S 25 LARGEST CITIES. AT THE SAME TIME BLACKS AS WELL AS OTHERS ARE DRIFTING AWAY FROM THE TEACHING PROFESSION AND THE FEW STUDENTS WHO ARE INTERESTED ARE DETERRED BY THE CERTIFICATION EXAMINATIONS. THIS PROLEM IS NOT RELEGATED TO THE SOUTH. CALIFORNIA AND NEW YORK ARE TWO STATES WITH RELATIVELY HIGH MINORITY STUDENT POPULATIONS AND COMPARATIVELY LOW MINORITY TEACHER REPRESENTATION. THE MINORITY STUDENT ENROLLMENT IN THIS COUNTRY IS 26.7 PERCENT AND GROWING. THE MINORITY TEACHING POPULATION IS 12.5 PERCENT AND DROPPING RAPIDLY. WE PERCEIVE THIS AS A CRISIS SITUATION.

THE NAACP HAS ANLYZED THIS SERIOUS PROBLEM AND IS UNALTERABLEY OPPOSED TO ANY TESTING INSTRUMENT, NO MATTER HOW CHOSEN WHICH WILL HAVE THE EFFECT OF ELIMINATING BLACK TEACHERS.

FURTHER:

THE NAACP VIGOROUSLY OPPOSES THE USE OF TESTS AS A SINGLE CRITERION FOR CERTIFICATION OR LICENSING IN THE TEACHING PROFESSION;

THE NAACP SUPPORTS THE USE OF A MULTI-METHODS APPROACH TO EVALUATE ALL ASPECTS OF TEACHING; AND

FINALLY, THE NAACP RESOLVES TO DEVELOP A LEGAL STRATEGY FOR CHALLENGING THE ABUSE OF TEACHER COMPETENCY TESTS.

IT IS OUR FEELING THAT AN EXCELLENT SYSTEM IS AN EQUITABLE SYSTEM AND WE PETITION YOUR SUPPORT IN THIS CAUSE.

THANK YOU.

NATIONAL COMMISSION ON EXCELLENCE IN TEACHER EDUCATION

New York University
October 19, 1984
Doran Christenson
Deputy Director, NCATE

THANK YOU FOR THE OPPORTUNITY TO OFFER TESTIMONY TO THIS COMMISSION ON EXCELLENCE IN TEACHER EDUCATION. OF COURSE THERE HAS BEEN SO MUCH OPINIONATED CRITICISM OF THE SCHOOLS AND TEACHING THAT I EXPECT THE ADDITIONAL COMMENTS YOU HEAR FROM ME WILL NOT FURTHER CLOUD THE HORIZON OVERMUCH.

FIRST OF ALL I WOULD LIKE TO CHALLENGE SOME OF THE CRITICISMS WITH WHICH WE ARE NOW SO FAMILIAR. THE ASSUMPTION THAT TTEACHERS AND SCHOOLS ARE BAD AND DECLINING FAST IS ONE THAT IS NOT BASED IN FACT BUT RATHER ON UNSUBSTANTIATED BIASES. THE EDUCATION MY CHILDREN HAVE RECEIVED, FOR EXAMPLE, IS SO SUPERIOR TO THAT WHICH I RECEIVED AS TO BE VIRTUALLY INCOMPARABLE. THEY READ MORE, HEAR MORE, SEE MORE, AND KNOW SO MUCH MORE THAN I DID AS TO MAKE ME ABSOLUTELY AMAZED. THE REASON: FIRST RATE TEACHERS.

IT CAN ALSO BE ASSERTED THAT THE PROBLEMS THE SCHOOLS HAVE, OF WHICH THERE ARE MANY FOR SURE, ARE AFFECTED MAINLY BE SOCIAL/ POLITICAL/ECONOMIC FACTORS RATHER THAN BY PROFESSIONAL ONES. FOR EXAMPLE, THE SALARIES PAID TEACHERS IS A NATIONAL DISGRACE. RESEARCH INDICATING TEACHERS PRIMARY MOTIVATION TO BE FOR REASONS OF SERVICE AND ALTRUISM MUST INDEED BE ACCURATE. SALARIES, STATUS, AND CONDITIONS OF WORK ARE VERY SERIOUS DISINCENTIVES. ALSO AFFECTING THE SCHOOLS IN A MOST SERIOUS WAY ARE THE CHANGES THAT ARE OCCURRING IN THE AMERICAN FAMILY. BABIES HAVING BABIES CREATES A SUB-CULTURE IN SOME GROUPS THAT IS NOTHING SHORT OF EXPLOSIVE.

THE CASE THAT TEACHER EDUCATION IS FAILING DESERVES SOME SERIOUS CHALLENGE AS WELL. IN MARKED CONTRAST TO THE NATURE OF THE TEACHER POPULATION OF THIRTY SHORT YEARS AGO, ALL TEACHERS NOW HAVE A MINIMUM OF A BACHELOR'S DEGREE; OVER 50% OF TEACHERS HOLD GRADUATE DEGREES; THE AMOUNT OF PRACTICAL, SCHOOL-BASED EXPERIENCE IN TEACHER EDUCATION HAS BEEN INCREASED GREATLY; AND THE RESULTS ARE TELLING. THE REPUTATION OF EDUCATION IN THE USA IS SO GREAT THAT BOTH DEVELOPING AND DEVELOPED COUNTRIES ARE MAKING SERIOUS EFFORTS TO EMULATE WHAT WE HAVE

GIVEN ALL OF THAT, THERE ARE CAUTIONS FOR IMPROVING TEACHER EDCUATION THAT MIGHT BE CONSIDERED. I WOULD LIKE TO ADDRESS TWO.

TEACHER PREPARATION COULD BENEFIT GREATLY FROM A BETTER FUSION, COORDINATION, IF YOU WILL, OF WAYS OF KNOWING WITH WAYS OF TEACHING. THE SUGGESTION THAT TEACHER EDUCATION MIGHT BEST BE

SEPARATED FROM THE LIBERAL ARTS (THE ACADEMICS THAT IS) AS IS IMPLIED IN MANY OF THE FIFTH YEAR TEACHER EDUCATION PROPOSALS, IGNORES SEVERAL IMPORTANT ISSUES. ONE IS THAT TEACHERS OFTEN ASSUME THE CURRICULAR AND PEDAGOGICAL NORMS OF THE LIBERAL ARTS FACULTY TO A DEGREE THESE NORMS CANNOT BE NEUTRALIZED BY EVEN THE MOST EFFECTIVE PEDAGOGICAL TRAINING. WE KNOW SO WELL THE PROBLEM OF MATHEMATICS TEACHERS TEACHING BY INTIMIDATION, SOCIAL STUDIES TEACHERS CAUGHT IN THE PRACTICE OF TEACHING WITH EXCESSIVE EMPHASIS UPON DETAIL, MUSIC EDUCATION DIMINISHED BY AN EMPHASIS ON ELITISM AND ENTERTAINMENT ORIENTATION, AND ENGLISH TEACHERS PREPARED WITH EXCESSIVE EMPHASIS IN LITERATURE AND UNABLE TO EFFECTIVELY PREPARE STUDENTS TO COMMUNICATE. I COULD GO ON BUT THE POINT IS THAT THE PATTERNS OF TEACHING EMPLOYED BY LIBERAL ARTS FACULTY ARE NOT NECESSARILY GOOD FOR TEACHER EDUCATION AND NEED TO BE MODIFIED BY EFFECTIVE PEDAGOGY TRAINING.

IN ADDITION, SUCH PLANS FOR DELAYING FORMAL TEACHER PREPARATION OFTEN IGNORE THE DOMAIN SPECIFIC NATURE OF MANY PEDAGOGICAL AND CURRICULAR STRATEGIES. IT SEEMS TO MAKE SENSE TO TRY TO MORE EFFECTIVELY TIE WAYS OF KNOWING (ACADEMIC FIELDS) WITH WAYS OF TEACHING (PEDAGOGY). TEACHERS NEED TO DEVELOP TEACHING STRATEGIES DURING THE TIME THEY STUDY VARIOUS SUBJECT MATTER. THE RECENT PRACTICES OF ENGAGING TEACHER EDUCATION STUDENTS IN PROFESSIONAL STUDY EARLIER IN THEIR COLLEGE CARREERS MAKES CONSIDERABLE SENSE AND SHOULD BE ENCOURAGED.

THE SECOND ISSUE HAS TO DO WITH THE MATTER OF DEVELOPING KNOWLEDGE ABOUT THE WORLD OF TEACHING. RECENT EXAMINATIONS OF THE RESULTS AND NATURE OF EDUCATIONAL RESEARCH INDICATE THAT TOO OFTEN SUCH RESEARCH CONTRIBUTES NOTHING TO THE NEEDS OF TEACHERS AND FAILS TO INFORM TEACHER EDUCATION IN ANY MEANINGFUL WAY. PERHAPS THIS IS BECAUSE OUR PROFESSION HAS BEEN FORCED TO ADOPT RESEARCH AND REWARD PATTERNS OF THE UNIVERSITY THAT ARE SIMPLY NOT APPROPRIATE OR HELPFUL TO OUR PROFESSION. PERHAPS WE COULD CLEARLY INCREASE WHAT WE KNOW ABOUT TEACHING AND LEARNING IF WE WOULD ALLOW AND ENCOURAGE THE DEVELOPMENT OF A DIFFERENT PARADIGM OF RESEARCH. WE MIGHT EMPLOY A MORE HUMANISTIC APPROACH TO RESEARCH UTILIZING STRATEGIES SUCH AS THOSE FOUND IN ETHNOGRAPHIC STUDIES. THE UTILIZATION OF SOME OF THE STRICT CONVENTIONS FOUND IN SCIENCE AND AGRICULTURE MAY NOT BE ALL THAT APPROPRIATE TO OUR DOMAIN OF PRACTICE.

THESE TWO MODEST SUGGESTIONS COME OUT OF THE ASSUMPTION THAT TEACHER EDUCATION IN THE UNITED STATES IS PROBABLY THE BEST THERE IS AND THE BEST THERE HAS EVER BEEN. IT IS NOT TO SAY, HOWEVER, THAT IMPORTANT IMPROVEMENTS ARE NOT NECESSARY NOR POSSIBLE - CLEARLY THEY ARE. BUT WE SHOULD NOT IGNORE NOR LOSE THE IMPORTANT GAINS THAT HAVE BEEN MADE SO FAR. THE QUALITY OF PROGRAMS HAS IMPROVED CONSIDERABLY. THE HISTORY OF THE NATIONAL

COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) CLEARLY DEMONSTRATES THAT THE PROFESSION IS SERIOUS ABOUT PROFESSIONAL IMPROVEMENT AND IS WILLING TO INVEST TIME AND ENERGY IN THAT ENDEAVOR. OTHER QUALITY ASSURANCE MEASURES HAVE IMPROVED AS WELL. THE EVOLUTIONARY CHANGE WE HAVE OBSERVED OVER THE YEARS WILL PROBABLY SERVE THE NEEDS OF OUR CHILDREN BETTER THROUGH IMPROVED TEACHER PREPARATION THAN WILL ANY REVOLUTIONARY CHANGE.

THANK YOU FOR THIS OPPORTUNITY AND GOOD LUCK IN YOUR IMPORTANT EFFORT.

A RESPONSE TO THE EXCELLENCE REPORTS
October 19, 1984 Hearings
Robin Boucher, Ph.D.

The nearly 30 national, state, and regional reports on the condition of education today, which were published in the past two years, in my opinion, do not illuminate the role which higher education must play in addressing the weaknesses of our total educational system. In the 9 most well-known reports, attention is directed primarily to the curriculum, standards in teaching and learning, the need for federal support, how students can best prepare for college, and the need for improved school operations and instructional systems. Scant attention is given to teachers' needs to grow professionally, particularly during their preparatory education.

As Albert Shanker noted, at about the time that President Reagan was announcing his teacher-into-space move, the Rand Corporation issued an outstanding report by Linda Darling-Hammond, BEYOND THE COMMISSION REPORTS: THE COMING CRISIS IN TEACHING, the bottom line of this report being that none of the reforms being mandated or pushed has a chance of meaning anything if the least academically talented become the tenured teaching force for the next two generations. The reasons most often cited for this awesome possibility are two.

First, as Darling-Hammond points out, talented people won't come into a job that pays as poorly as teaching. Second, we can't hold teachers if we don't expect them to exercise mature judgment, i.e., to be professional. Darling-Hammond states that we need what the other professions have: rigorous entry requirements, supervised induction, autonomous performance, peer-defined standards of practice, and increased responsibility with increased competence. In short, we need a restructured profession.

Beyond pay increases and Darling-Hammond's conclusions, and implied by them, is a need for professional teacher preparation. In a survey of nearly 4,400 college-bound high school juniors and seniors across the country not only did about 35% indicate an interest in teaching, but among those who weren't interested there was concern about professional advancement in teaching. And among teachers who are disenchanted with their work lives most have expressed a need for recognition above salary, it has been found.

Institutions of higher education must reform themselves in order to prepare professionals in a professional way. It is acknowledged that these institutions are not contributing to reform as they exist. C. Emily Feistritzer, director of the National Center for Education Information, concluded after a survey of all 50 state departments of education and 803 teacher-education programs, that the calibre of teacher training and certification is at an all-time low. For example, more than half of the education programs surveyed do not require their students to pass a test upon completion of their training, no two states use the same certification criteria, and half of the states issue substandard, limited, or emergency teaching certificates to people who lack bachelor's degrees.

It is my conclusion that institutions of higher education have gotten off the hook lately, particularly in the excellence reports. I've been a teacher in lower education, and I'm a professor in higher education with experience at four institutions, and I've seen the same problems at both levels. I've not chosen my education career jobs because of pay or external benefits but because of the intrinsic rewards--the opportunity to make a difference in children's lives and the opportunity to share my knowledge, skills, and attitudes with others as well as to learn more about my field through community involvement, research, and teaching. At both levels of education I've felt a profound lack of professionalism--lack of recognition, lack of quality supervision and feedback, lack of treatment as an adult who can function maturely, and lack of concern and care about the quality of service. There has, also, been a lack of cooperation, discouraged by system design. For example, where as a teacher in a secondary special education program my teaching was never observed by my principal,

in six years of teaching higher education courses my teaching has never been observed by faculty or administrators.

We have the knowledge base to prepare teachers professionally, but, instead, we submit students to a smorgasbord of courses, programs that are either not well integrated, lack mission-specific designs or are full of courses which are taught by adjunct faculty who have no commitment to the institution and who cannot provide continuity and facilitate integration of program content. We are not making a concerted effort to develop professionalism. We have the opportunity to model professionalism for our students, and we have the opportunity to demonstrate through teaching how issues that occur in higher education classrooms parallel those in lower education classrooms, but few professors do this. Academic freedom should not be license to be unprofessional.

For example, research shows that effective teachers use well-organized, well-prepared lessons, enabling them to move through instructional activities at a brisk pace. We have ample evidence that good teaching requires more than mastery of a subject. Yet many professors who teach preservice education courses have no course outlines, use no evaluative measures as their courses proceed, and do not involve students in collaborative learning so that they can learn how to relate to and work with others professionally and cooperatively.

In some higher education classrooms, C. Ronald Christensen told a recent colloquium on teaching techniques at the Harvard Business School, students are so stifled by their instructors that they display "all the active involvement of robots in heat." Used effectively at the Harvard Business School to teach is the "case method," for which students use problems encountered by practitioners in the field as the basis for exploring ideas and issues in the curriculum. Used, I think effectively, at NYU's School of Education, Health, Nursing, and Arts Professions, by me and another professor, is a method by which students learn collaboratively the content appropriate to their professions. They are part of the goal-setting process, and using predictable stages of group development the professional content is infused and discussed as it parallels issues that occur in the field. In this process, the students get "fired up" by the issues they are directly experiencing in order to relate to professional content.

Research also shows that effective schools have staffs that set goals and devise specific plans toward reaching them. This happens rarely in teacher preparation programs. Students complain repeatedly that they have no idea what their professors want from them or what their professors are trying to get across to them. It is even rarer to find a professor who solicits learning goals from the students.

In sum, it is my belief that excellence in our educational system cannot be achieved without the cooperation of institutions of higher education that are involved in teacher preparation. Furthermore, these institutions must be recast to encourage and reward the professional performances of their faculty, and these institutions must demand that students be prepared to be professionals who expect recognition, collaborative learning, quality supervision, and all the help they can get to be active professionals in their school systems. An army of new teachers who show up across the country for their first day of teaching, behaving as professionals, will force the old treatment and responses to die; they will expect, and their behaviors will demand, that they be treated as professionals.

I dedicate this statement to National Higher Education Week, October 13-20.

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REMARKS AT HEARING HELD BY AMERICAN ASSOCIATION OF
COLLEGES OF TEACHER EDUCATION
October 19, 1984
Leonard S. Blackman, Acting Dean
Teachers College, Columbia University

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The recent spate of reports that have evaluated the state of American education and found it wanting has stirred up the winds of educational reform. This is not the first time that the classrooms of this country have been perceived to be in crisis nor, if history teaches us anything, is it likely to be the last. Inevitably, reform movements tend to sweep aside the widely held wisdom that defines and gives momentum to the educational enterprise. This ultimately creates a vacuum that is soon filled by a series of new educational models, as well as old ones that have been waiting impatiently in the wings, that will compete to form the infra-structure supporting a new generation of school practice.

It can not be the purpose of this brief presentation to even begin to review and analyze the several educational reform models that have been proposed. It is the purpose of these comments, however, to suggest that these reforms, whatever direction they may ultimately take, can not rise above the quality of teachers who will be asked to implement them. Illustrative of this principle is that recent dramatic advances in scientific theory and medical technology would be irrelevant to improved patient care in the face of practitioner incompetence. Similarly, in education, recent important advances in theory and technology will impact student performance only if they are in the minds and hands of well-trained, effective teachers.

Where are such teachers now? And, how do we select and train those

highly motivated and intelligent young people who aspire to a career not just in education, but in education that is caring, infused with important values, aesthetically sensitive, technologically sophisticated, and consistently effective in producing those cognitive and behavioral outcomes that the schools have traditionally promised to all children irrespective of social class, race, cultural origin, gender, or handicapping condition.

With respect to effective teachers currently in the profession, I would submit that they are well-known to themselves, their colleagues, their supervisors, and most importantly, to the young people whom they teach. We too often act in ways to insure that these special ability people will not be recognized financially and will not be honored by the professional and public acclaim to which their high level of skills and commitment richly entitles them. We seem to have adopted a professional posture that supports the concept of a common denominator adequacy for all teachers and an enforced anonymity for those who could act as models for others and as the linchpins around which any educational reforms must be built. We have frustrated and neglected good teachers but they are there, we know them, and they wait to be released from the timidity of their own profession and the neglect of a public that does not yet fully understand the magnitude of our educational crisis and the role that the highly trained, appropriately recognized, and unfettered teacher can play in improving education.

In order to keep experienced and effective teachers, and to attract high quality young people to the profession, teachers need higher status and more money. It is not necessary to repeat here the contrast between

educators and the other major service professions in our society, physicians and lawyers, in terms of status and pay. When compared to physicians and lawyers, educators fall off the bottom of the status and financial reward scale. Yet, status and pay cannot be simply awarded; they must be earned. Public awareness of the careful selection of teacher trainees as well as the length, comprehensiveness, and rigor of their training must be elevated. This can be accomplished not by "jaw-boning" but by instituting changes in teacher education programs that increasingly award certification only to those who have completed training to the Master's degree at an institution with high professional standards. This graduate training should rest on the solid foundation of a liberal arts undergraduate program in which the student has concentrated in one of the major disciplines.

Professional status comes not only from the public recognition of the rigor, solemnity, and appropriateness of training required, but also the high level of skill and commitment necessary to function on the job. Good teaching requires not only the day-to-day interface with children for the purpose of providing quality instruction but it also involves assuming leadership roles in the school and community. Good teaching means participating in curriculum development and innovations in pedagogy. Good teaching means accepting leadership roles in school improvement and public information projects designed to keep parents and others informed of changes in school objectives and practices. Good teaching requires involvement in setting standards for quality control in school practices and awarding tenure to fellow professionals. Good teaching means serving as mentor and model to new teachers entering the system. Good teaching

means continuing professional self-development to keep abreast of new developments and to keep others informed of innovations in the field. Good teaching means participating in educational research not merely for selecting children as subjects, but as sources of authority in guiding the direction and implementation of needed research.

Good teacher training institutions, in support of those roles, will train their students to base their teaching on the best information that good theory, research, and well-supervised practicum experiences have to offer. Educators agree that there is much more known about how to teach than is actually applied in the classroom. It has been estimated that the lag time from research finding to classroom dissemination is typically about twenty-five years. This can not continue. The educating profession must be as responsive to new information as industry, the military, or other facets of our society.

The effective teacher is trained to operate within an inquiry mode. Learning is not facilitated by the wooden and uniform application of established curricula and time-honored methods to all children. Learning is facilitated by the creative and inquiring teacher who uses all the research and experientally based information at his or her disposal to make deliberate and defensible decisions about how best to select curriculum and adapt methods so as to be congruent with the unique needs and capacities of particular children. The recent thrust towards integrating special needs children into regular classes under the provisions of PL94-142, the Education of All Handicapped Children Act, has rendered the inquiry and individualized approach to planning and teaching not only desirable but mandatory.

Finally, the teacher training institution, in its support of excellent teaching, will be continuously involved in monitoring program outcomes for the purpose of establishing a data base on which future program decisions can be made. At Teachers College, Columbia University, for example, we are beginning the process of evaluating the quality of teacher preparation received by our students. This evaluation will include the perspectives of the students themselves, their employers in the school districts, and experts in the field. Based on this information, we can make more rational and experience-based decisions about needed changes in our degree programs. Also, given that these programs are necessarily constrained by limits of time, money, and the current state of knowledge in the field, we can begin to develop a systematic continuing education agenda that recognizes explicitly what we have always known; professional education is a career-long activity.

In brief, it is the premise of this presentation that genuine and long-lasting educational reform can only occur in the context of the availability of professional teachers who are rigorously selected, well-trained, and recognized for the importance of the work that they do and for the quality and commitment with which that work is done.

Testimony Presented to

National Commission on Excellence
in Teacher Education

October 19, 1984
New York City

Hugh G. Petrie
Professor of Education
Dean, Faculty of
Educational Studies
SUNY-Buffalo

My name is Hugh Petrie and I am Professor of Education and Dean of the Faculty of Educational Studies at the State University of New York at Buffalo. I am submitting a detailed set of comments regarding educational reform and teacher education for your consideration. However, I wish to use my time today to focus on one critical issue and several implications of that issue -- the role of the liberal arts in teacher education. In this regard I speak both as an academic whose own doctoral study was in the liberal arts discipline of philosophy and as a dean of education whose interests and responsibilities lie in providing the best teacher education possible.

I am totally convinced that one of the most important reforms needed in teacher education lies in the contribution of the liberal arts. I am also totally convinced that the contribution cannot be limited to the popular notion that prospective teachers must have more "content" knowledge or an academic major in the field in which they teach, although I would support both of these notions.

Having set myself firmly in favor of the liberal arts' contribution to teacher education, I must hasten to add that I am unalterably opposed to the notion currently being implemented in New Jersey that all one <u>needs</u> is a liberal arts degree and some minimal school-based clinical practice. In short, I am in favor of pedagogy, a pedagogy which has only recently begun to be supported by solid research and knowledge. We really have learned what makes a good teacher and now we must implement this knowledge in our teacher preparation programs.

My thesis is that what we have learned about good teaching points the direction to a contribution of the liberal arts to teacher preparation that goes far beyond the simple notion of content.

Indeed, I submit that there is a compelling case that the liberal arts must contribute to pedagogy itself, and even that most often-criticized part of pedagogy -- the methods course.

I believe that, properly understood, the contribution of the liberal arts to teacher education must be both pervasive and integrative. I shall elaborate on four areas of contribution -- basic skills, higher order skills such as problem-solving and decision making, traditional content area, and methods of teaching.

BASIC SKILLS

Every teacher needs to sharpen and refine the basic skills and knowledge acquired in high school. At a minimum this should include the effective communication skills of reading, writing, speaking and understanding the media; the ability to handle arithmetic, algebraic, statistical, and some computing operations; and an informal acquaintance with the methods and results of the natural and social sciences and of technology as these will affect the complex world of the twenty-first century. This area of the curriculum has typically been the province of the liberal arts and renewed attention to it is required. In short, if Johnny's teacher is to be able to write a grammatical sentence, it is the responsibility of the English Department, not the college of education.

HIGHER ORDER SKILLS

One of the results of the recent research on effective teaching has been to show that the teacher is, and must be, a multi-talented and highly adaptive professional. It is simply not possible to make teaching into a technology to be conducted according to strict formulas. Every teacher, willy-nilly, makes dozens of critical decisions every day regarding motivation, curriculum content choices,

instructional strategies, sequencing, organizational resources, testing and the like. In order to do these things, the teacher must be able to formulate and solve problems; know the point and purpose, philosophically, historically, and socially, of the teaching profession; be sensitive to the tremendously important ethical and social responsibility of shaping young children's lives; and be able to reflect critically and purposefully on the myriad practices of teaching. These higher order skills have typically been within the province of the liberal arts, but they must also be focussed on the problems of schooling. A part of this focussing usually occurs in courses in the foundations of education, but the liberal arts must also be involved. Joint courses, interdisciplinary projects, and integrative experiences need to be developed by liberal arts and education faculty.

CONTENT

Teachers must, of course, know what they are to teach and at a deeper level than merely the content of the courses they will teach. Knowing a discipline well provides the reservoir to adapt to the inevitable, if unexpected, classroom contingencies. A typical academic major is essential in this regard, but most majors are not enough. Prospective teachers must also know the logical structure of the discipline they are going to teach. They must be aware of the fundamental concepts, the methods of discovery and validation, the major findings and theories, and how they all fit together. Only in this way can teachers make intelligent choices of how to induct young people into these fields. Courses in the structure of a discipline are too seldom found and yet are a critical part of optimal teacher

preparation.

A word must also be said about the content of elementary education. Elementary school teachers do not deal with the typical "academic" subjects but with reading, writing (even penmanship) counting, arithmetic, social studies, knowledge of the world (not science, per se) and the like. It is, therefore, very difficult to see what content could comprise elementary education. However, I would urge that with a bit of imagination we could construct rigorous and useful academic majors which would be appropriate for elementary teachers. A major in child and developmental psychology could be used if it included child development, exceptional education, counseling, tests and measurements, learning theory and the like. Another potential major might be called communication and language arts and would include such things as composition, the psychology of reading, applied linguistics, structure of language, and media studies. These would, however, be liberal arts majors.

METHODS OF TEACHING

Ideally "methods" courses should be the most intellectually challenging and exciting part of the teacher education curriculum. Too often, they are nothing but "bags of tricks" or anecdotal reflections. The question is not whether students will learn how to teach but rather how they will learn how to teach, for even if we eliminated methods courses, students would revert back to how they wer taught, pick up hints in the teachers lounge, or perhaps just read the textbook out loud.

The challenge is to make of methods course what they could and should be. We must take what has been learned in the content area, including the structure of that content area, the principles of child

including the structure of that content area, the principles of child development and learning theory, and put this together to devise instructional strategies that fit the ever-changing circumstances of the classroom. The teacher must draw upon the higher order skills of problem-solving and critical thinking to decide when and how certain aspects of the discipline should be presented to students with certain needs, motivation, and previous background. Teachers must be brought to reflect on and critically evaluate their teaching performance. Why did this work? Would such and such a strategy have been better suited to get at that concept. Can these students grasp the point of this lesson without first understanding that? Frankly, I can think of no more potentially exciting experience than to have a content area professor, an education professor in that area, a master cooperating teacher, and a group of student teachers sit down and critically analyze, evaluate, and improve real practice teaching.

The logical structure of a content area is not necessarily the best pedagogical structure as the problems with "new math" taught us. But methods courses should deal with the interaction of the logical structure derived from the disciplinary experts in the liberal arts and the pedagogical structure derived from the experts in education. Thus, the liberal arts can and must contribute to methods of teaching if we are ever to improve it.

In summary, the liberal arts are critical to teacher education, not only in providing the content to be taught, but also in helping determine when to teach it, why we should teach it, and even, in part, how to teach it. Thank you.

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY
08541

GREGORY R. ANRIG
PRESIDENT

September 27, 1984

Dr. Robert A. Burnham
Dean
School of Education, Health,
Nursing and Arts Professions
New York University
Washington Square, NY 10003

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THE DEAN

Dear Dean Burnham:

Thank you for your letter of September 21 inviting me to appear before the National Commission on Excellence in Teacher Education. I already am committed on October 19 to make a presentation at the President's Symposium at Grambling University in Louisiana and therefore will be unable to testify at your hearing.

If I could have testified on October 19, I would have expressed the following views:

> "In the remaining period of reduced demand for new teachers, fast coming to a close, we still have an opportunity to restructure teacher education. I would urge that Congress encourage this reform by establishing high-quality teacher preparation and in-service education as a matter of national concern and priority as it reauthorizes the Higher Education Act this year.
>
> I recommend that teacher training be restructured so that the primary focus of pre-service teacher education be an extended apprenticeship with high performance standards and very practical on-the-job instruction in how to organize a course, manage a classroom and involve students in their own learning. Supervising teachers responsible for this on-the-job learning should be selected for their mastery of teaching and be paid significantly for this added service. The rest of what is presently teacher preparation -- philosophy, methods, human development, psychology -- should come as part of a master's degree program to be completed within five years of graduation and entry into the teaching profession.

A beginning teacher is concerned with survival. Undergraduate teacher preparation should develop pedagogical skills basic to this survival. Having gained classroom experience, the teacher has a real-life context in which to more realistically consider methods of instruction, philosophical principles, and the effect of child development on learning.

This shift in what is taught before certification and soon after should lead to a program of continuing professional education for teachers. One of the most successful experiments of the 1970s was the so-called teacher center. I believe such centers have great potential for supporting the goal of educational reform on a continuing basis. They were professional centers in that teachers had the key role in determining their direction. They focused on very practical concerns of instruction on a day-to-day basis and were readily accessible to teachers. This combination --- from practicum to professional education to ongoing instructional problem solving --- provides a continuum of teacher development that is relevant to the primary goal of improving student achievement."

I wish you and your distinguished colleagues on the Commission the best of success with your important mission.

Sincerely,

Gregory R. Anrig

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TESTIMONY BEFORE THE NATIONAL COMMISSION
ON EXCELLENCE IN TEACHER EDUCATION
NEW YORK UNIVERSITY, OCTOBER 19, 1984

Presented by: Francis X. Sutman, Dean
Peter Sammartino College of Education
Fairleigh Dickinson University
Teaneck, N.J. 07666

A CASE STUDY FOR QUALITY CONTROL

This very urgent and essential Commission has heard both formal and informal presentations dedicated to the improvement of the training and the education of teachers for the nation's schools. I would assume that these presentations generally have emphasized such concerns as the place of the teaching of reading and math and the extent and placement of field work in teacher training programs: concerns which are related to prioritizing or ordering the experiences (or components) to be included in teacher training and teacher education programs. This prioritization is essential and continues because not enough time exists in present teacher training/education programs to incorporate all of the experiences we, as professionals, believe are essential.

Because it is not possible to consider a whole spectrum of concerns, I have chosen in my presentation to emphasize four principles that relate more to control of the <u>quality</u> of the experiences in teacher education training programs. I propose to you that <u>only</u> if serious attention is given to these principles, related to quality, will your recommendations result in accomplishing <u>more</u> than "rearranging the deck chairs on the Titanic!"

I will consider each of these principles in the format of a response to a question:

The first of these questions relates to placement of blame. Should recently trained/educated teachers receive major blame for the present apparent poor condition of teaching in our schools?

Recent literature clearly indicates that most of the emphasis related to improving teacher certification programs is being placed on the nature and quality of the training of our beginning teachers, with little concern for the effect that the longer-term teachers have on the overall condition of teaching in the schools (see, for example, most of the articles in the October 1984 issue of Kappan). Yet data indicates that beginning teachers are not responsible for the poor quality of teaching. Substantial numbers of newer teachers of high academic quality rated high in terms of teaching competence, for some years now, have been leaving the profession within the first few years. More often those teachers of lesser quality, on both counts, stay on and on. This fact indicates that while we certainly must continue to revise and improve training and education programs for our pre-service teachers, the recommendations of this Commission must place greater emphasis on mechanisms to entice persons of academic quality and high potential for quality teaching to enter quality training programs, and once on board to remain teaching.

The corollary is that the Commission must make strong, yet realistic, recommendations related to the rejuvenation or the elimination from the teaching profession of incompetent, burned-out

(at the very least below average) teachers. Merit pay and master teacher bonuses, built upon the present system, will not keep good teachers or weed out those who are less competent. Perhaps requiring teachers who are judged to be insufficient through evaluation by students and key selected administrators, to return to appropriate quality university studyfor some period of time only being readmitted into teaching upon the recommendation of a panel of carefully selected professional judges, would begin to abate this problem. Those deemed qualified to return to the classroom should receive significant salary increases.

My second question is directly related to the so-called liberal arts component of teacher education.

Do professors of liberal arts, and of the other non-teacher education professional areas within our colleges and universities, bear responsibility for the quality of teachers at the school level?

We all know the answer to this question is yes! Yet the professional literature, over the past 35 years, does not acknowledge this fact. Since approximately 70 to 75 percent of the "academic experience" of teachers is the responsibility of the "liberal arts" academicians, the Commission should propose severe action to be taken by state governing agencies to better assure quality teaching of the liberal arts. To continue the trend of increasing the proportion and number of "non-education" courses in both pre- and in-service education programs, without consideration for the quality of teaching in this area is simply

developing standards or requirements that defeat their stated purposes. I propose that this Commission call for the certification of those who are responsible for teaching the academic disciplines to pre-service and in-service teachers.

The third and fourth questions are concerned with controlling the quality of our educational leaders.

Question three relates to the education of "teacher-trainers." **Is the quality of the advanced professional education of teacher-trainers" adequate and of quality?**

The answer to this question is essential, for we must assume that there is a high correlation between these advanced level experiences and the quality of training programs for pre- and in-service teachers.

At present, many academic institutions offering graduate-level education programs budget across the board for all education programs. More often than not, similar generation/productivity figures are used as a basis for determining all faculty commitments. This leads to the common practice of conducting large lecture sections as part of doctoral-level education programs, and to the unconchinable practice of graduate faculty advising as many as 50 to 100 doctoral students, even those involved in research-dissertation efforts!

The Commssion, I believe, has an obligation to recommend strict standards for this advanced level of study, including budget ratios and standards of accountability for the graduate faculty who have responsibility for educating the teacher-trainers.

These Commission recommendations should lead to standards to be adopted by appropriate accrediting agencies.

The final, two-related questions concern the selection, education, and training of school administrators.

Does excessive inbreeding exist among present school administrators? And, what should the education of these administrators emphasize?

Answers to these related questions are most important since the administrators of our schools "set the tone" for instruction and, in the end, foster the conditions that determine whether quality teachers will stay or leave.

There <u>is</u> excessive inbreeding amoung this group. Data indicate that most school administrators come from a few areas of teaching, and they have no experience beyond the school environment. Once certified, they either remain in a single district, or they move from district to district within a very limited geographic area. I propose that the Commission recommend no person be certified as a school administrator without at least 3 years of teaching and 5 years of industrial/business experience. I also recommend that guidelines be developed for school districts that include the advisiability and even the advantages of going out of state for new and replacement school administrators.

In this limited period it is not possible to outline

an entire certification program for administrators. Therefore, I will propose only a few principles that should underly all certification programs for this essential group:

> Administrators must be trained to recognize and support quality teaching; teaching that reflects the use of appropriate strategies to meet appropriate objectives. They must be trained to move school districts toward a managerial approach to education. They must be trained to act upon the fact that development of and the support of quality teaching is first priority in the spectrum of professional activities. The paperwork of budgets, state reports, etc., though essential, must take second or third place. And they must show experience and skill in working effectively directly with teachers and students.
>
> Recommendations made by this Commission related to training school administrators should require that each state certification agency scrutinize such certification programs to make certain that they are appropriately budgeted for and are designed toward, at the very least, meeting the above.

I wish to leave this Commission with a final thought, that emphasizes the necessity for the Commission to deal with essential and controlling issues. The thought should lead to the conclusion that for many years now we may have been dealing with at least some of the wrong issues in an attempt to improve the quality of teacher education.

Some forty years ago, a movement began within state agencies to reorganize institutions dedicated specifically for the preparation of teachers. It was deemed that placing such programs within the context of the multipurpose campus would lead to the preparation of better prepared teachers. Today there are few, single purpose teachers colleges; yet before us is a National Commission deliberating on how to bring excellence to the teaching profession. This condition or situation seems to indicate that the singly-directed institutional approach to teacher education was <u>not</u> a major cause for poorly prepared teachers. I propose to the Commission that considering how teacher education programs are organized and the relative priorities of the program components should not be considered in isolation. It is more important for the Commission to seek and propose means to assure that greater numbers of reasonably academically able individuals enter the profession and then to propose means to better assure that their training and their educational experiences are of the highest quality.

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TEACHING AS A PERFORMING ART

Joe Hasenstab

TEACHING AS A PERFORMING ART --

To see clearly the solutions to the problems facing teacher education today, we must take a look at education, and particularly the role of teacher, from new and different viewpoints.
I would like to suggest that one of the most productive reframings is this -- to teach is to perform, and to teach successfully is to perform successfully.

What is it that makes us admire the quarterback who calls and then executes a 50 yard touchdown pass to win the game under the pressure of the last few seconds?

How is it that we can lose track of time and space while we watch a cast of actors and actresses turn a mere stage into an unforgettable visual and emotional experience?

What is it about the stirring sounds of an orchestra that catches hold of our emotions and simply thrills us?

In every performance, in every field, whether it be the trial lawyer defending a client, an athlete competing to win the laurels, a doctor performing a delicate lifesaving

operation, a group of jazz musicians improvising a unique combination of sounds -- in every case of a successful performance, we are aware, we focus on, we feel good about the effects, the results, the content of their performance.

When the performance is not successful, we become painfully aware of the technique, or rather the lack of technique. We have probably all seen the football player that fumbles the ball; we've all heard the singer who was just a little off-key; we have all heard about the unskilled summation of an unsuccessful lawyer or the lack of skill of an unsuccessful surgeon. In each and every case, since we are denied the effects, the results, the content of their performance, we become aware of the techniques - the skills and strategies, if you will -- that are used in the performance.

As a performer, when a teacher is successful, we can see, hear and feel the positive results. Students can recall facts and figures that we consider important to remember. They can demonstrate understanding of concepts that are taught and use those concepts to create and evaluate. In other words we can observe the results - the effects - the content that is taught. It is in the area of content

preparation that colleges and universities have traditionally excelled.

When we fail to observe the effects of successful teaching in our students, we examine the technique of the teachers to to uncover the source of the problem. And it is in this area, the techniques of teaching, that colleges and universities can take the most important steps to improve education today.

Just as the finest actors, athletes, lawyers, doctors, performers of all kinds, have trained to the point that their skills and strategies are invisible - internalized and totally reflexive, so also must teacher education provide the performing teacher with the opportunity and the resources to develop internalized and reflexive skills for success.

The fundamental solution to improve teacher education must involve the training of successful performance. Let me be specific about what this should involve.

1. The training for successful performance should begin with the teacher educator who must be a credible role model for teachers. Research clearly shows that modeling is a critical

step in all successful training. Modeling successful teaching practices is a great opportunity for growth for teacher education.

2. The most logical place to enhance teacher performance is in the schools that they work in, day in and day out. Using demonstration lessons, hands-on practice, problem-solving seminars, and coaching practices, teacher educators can model and teachers can develop the proficiencies for success that have been identified by educational research. In this way a positive bridge can be built between educational theory and teaching practice.

3. The time for distributing blame concerning teacher deficiencies is over. Teacher educators must take the responsibility and the lead for producing quality teachers and quality teaching. Practices that have proven unsuccessful in the past must be replaced by practices that have proven their merit.

4. The deregulation of teacher education will help teacher educators provide for and deliver the competent teachers that our schools need. In this way the individual school setting and the competent judgement of the successful

teacher educator will produce the caliber of teachers required in the local schools.

5. Teacher education courses, seminars, and demonstrations need to model successful performance practices. They should be evaluated according to content, instructor effectiveness and the benefits they provide to the performing teacher. For more than two decades, business and industry have relied on the fact that the results of training can be observed and indeed measured.

6. Teacher educators should have a starting salary near what is now the top of the K-12 pay scale, no lower than $30,000 per year. Consider the following:

a. Engineering instructors begin at $40,000.
b. Teacher educators can start at $12,000 even with a PhD.
c. I have to pay an employee $12,000 per year just to run a copy machine.

What K-12 teacher would move from the top of the salary scale to the bottom of the teacher educator pay scale?

7. The focus of successful performance training should be on those proficiencies that have been identified as having the

lowest effort/cost risk and the greatest benefits for improving classroom management, student time-on-task, and instructional effectiveness. There are approximately 60 protocols that have been proven to achieve these goals.

8. All financial resources allocated to teacher education - the tuitions of the teachers trained and the FTE's made available - should go to the education departments to produce successful teachers.

9. Teacher education should be carefully orchestrated to match the dignity, decorum and amenities of executive training in business and industry. When we show teachers by our actions that we respect their importance, they will respond positively to our investment.,

I believe that these 9 points are essential to produce the successful performances that we need to see in teacher education, and in the classroom. I also believe that these essentials will cost less than the present system IF:

1. The training of new teachers includes a one-year internship during which time they would substitute for one week periods in 30 different classrooms during the school year. Provided that there is a short training period to

begin with and a positive coaching element all through this period, the result will be a superior classroom-tested teacher whose success can virtually be guaranteed. As an additional benefit, teachers released for the one week periods can take advantage of additional retraining opportunities.

2. We pool all the financial resources available to produce successful performance in the classroom - state, university, and school district.

3. We can save money through higher teacher attendance, higher rates of student attendance, decreased vandalism, and more successful placement of students in the workforce.

Elegant successful teaching has been defined. I guarantee that it can be modeled, observed, trained, coached, internalized, and documented. Done correctly, I guarantee that teachers will love it. And that they will love you for it.

Now is the time when all of us who are dedicated to producing the successful teachers in the classroom need to work smarter. There can be no doubt that the public eye is sharply focused on us. We must see what educational research

is telling us. We must learn from the successes evident in the training practices of business and industry. We must together use our common and collective sense to do what must be done.

We must all find the courage to make the changes needed in teacher education to restore the honor and the dignity to the most important job in our country.

Thank you.

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T.E.A.C.H.ing with P.R.I.D.E.

The Performance Learning Systems Newsletter Summer 1984

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STAFF DEVELOPMENT

DISCOVERING THE MAGIC OF STAFF DEVELOPMENT

by Geraldine Flaherty

What are the major components of staff development? As we at PLS have been pursuing the in-depth answer to this question since 1974, my attention was drawn to Georgea Mohlman Sparks' article, "Synthesis of Research on Staff Development for Effective Teaching," in a November 1983 issue of *Educational Leadership*. Of particular interest were ten recommendations for staff development highlighted as producing more effective teaching. As illustrated below, these recommendations correlate with the designs for Performance Learning Systems programs. Also included are additional design components that PLS has found to be "winners," based upon information from 80,000 program participants over the past ten years.

Recommendation 1. Select content that has been verified by research to improve student achievement. All PLS courses are based upon two kinds of research sources: published and empirical. In the research and development of any program, PLS 1)identifies the practices of exemplary teachers that "work" in the classroom and 2) searches for the practices identified by the majority of educational researchers as important to increase access to learning. When we find a practice that is both employed by outstanding teachers and extensively documented in research, we know that we've got a "winner." It is then acceptable for inclusion in the design of a PLS training program.

Recommendation 2. Create a context of acceptance by involving teachers in decision making and providing both logistical and psychological administrative support. Teachers, like most other people, prefer to be offered a choice. Teachers who participate in Project T.E.A.C.H., P.R.I.D.E. and TEACHING through LEARNING CHANNELS choose to do so. They may choose from a variety of offerings scheduled at convenient times and places. In many cases, teachers may choose their own course incentives in terms of graduate or inservice credit. Psychological and administrative support of the programs exists in several ways: most states and provinces offer endorsement of PLS courses through a network of teacher organizations, universities and local school districts. In many districts, administrators take the courses along with their teaching colleagues. We have found that the strongest psychological support for a teacher taking our courses is the recommendation of a respected colleague and friend who reports that the skills learned are valuable in the classroom. A personal recommendation from a friend is 5x more powerful than any form of advertising!

GERALDINE FLAHERTY

STAFF DEVELOPMENT

IF IT IS TO BE WORTHY OF INVESTMENT... ALL TEACHER EDUCATION SHOULD BE IN SCHOOLS

by Joe Hasenstab

What teachers are trained in, who trains them, and where they are trained are the issues confronting teacher education today. *How* these issues are addressed will determine whether or not teacher education is worthy of investment. Both common sense and research into effective training suggest that teacher education is worthy of investment only when the skills of the craft are learned, applied, and coached at the "work site" — the school itself.

RANDOM STUDY

The 1.5 million dollar Rand study, "Implementing and Sustaining Innovations," reinforces these conclusions. It reports, in essence, that the best results from teacher education can be obtained if it is school based, rather than campus-based; that assistance (coaching) should be offered on an ongoing basis; that the assistance should be practitioner based; that local or regional personnel should provide assistance (coaching); and that it be process oriented—"learning by doing."

The report points to leadership: "...a good project director [coach] and a supportive climate led by an active principal." The report says the principal must participate in training.

The report suggests that the only way that innovation sticks to the ribs is with supportive, trained principals, in schools — a whole faculty approach, with a supportive school climate, and coaching. Since the teacher education establishment has known this since 1978 — 6 years — one has to ask, "Does government-sponsored research change the behavior of those who educate our teachers?" Apparently not, because almost all teacher education, both on and off campus, continues to be based outside of schools, without observation and positive coaching.

TEACHER TRAINING MODEL

The approach to training, its design, is crucial to its effect. Bruce Joyce describes several approaches to teacher training and their approximation to the ideal model:

1) Presentation of theory or description of the skill or strategy, combined with a demonstration of modeling, produces a 10% improvement toward internalization of the ideal model.

2) Theory, combined with practice in simulation and/or classroom practice with some sort of feedback structure, produces a total improvement of 25%.

3) On-site observation and coaching (assuming the person has a sophisticated eye and ear as well positive coaching skills) can produce a 90% internalization toward the ideal model. In simple terms, teacher educators who lecture on campus can get a 10% increase in internalized behavior; simulations and classroom practice with feedback can produce a total of 25% internalization. And on-site coaching more than triples the results. Would we fly with pilots who have internalized only 10%-25% of ideal flying practices?

TEACHER EDUCATION PROBLEMS

Theodore Sizer, former Dean of the Harvard Graduate School of Education and author of *Horace's Compromise: The Dilemma of the American High School*, puts it harshly in a recent issue of *Education Week*, which quoted him at the A.A.C.T.E convention:

"Mr. Sizer said teacher educators have often shown 'arrogance' toward teachers, conducted 'reductionist' research projects with minimal classroom application, and shown 'lamentable' indifference toward rigid state regulations.

"Colleges of education 'will wither away,' Mr. Sizer said, if teacher educators do not 'shed themselves of the putatively important trivialities of their over-bureaucratized profession and engage themselves more imaginatively, thoughtfully, and resourcefully in the task of creating a modern education system.' He added, 'Wake up, my friends, before it's too late.'"

Dr. Hilton P. Hemming, Professor of Education at the State University of New York at Plattsburg, states the problem more kindly, also in *Education Week*:

"Teacher educators may have made a mistake,' Mr. Hemming said, 'when in the years after World War II they engineered the shift of the profession from normal schools to colleges and universities.

"'In the last 20 years, we've drifted apart from practicing teachers!' he said. 'I can remember very warm relationships with teachers who used to come to campus on their own time to share ideas....I put a large part of the blame on teacher educators. We were very careless and let them slip away.'"

COACHING EFECTIVE TEACHING

More than that, teachers, administrators, and school boards want them back with a finely honed technology. The best way to get them back is in schools, with programs that work. There are tremendous opportunities if we apply effective teaching and effective schools research in our schools. If we're on site, we can apply observation and positive coaching, and, most important, we can produce highly competent teachers.

We have the opportunity to triple results and enrich the value and dignity of teacher educators through coaching. The best of professionals are coached. I wonder how well Jimmy Conners would play, Beverly Sills sing, surgeons operate, pilots fly, orchestras play, or presidential candidates speak without coaching. Coaching is vital to the precision and finesse of any craft. Teaching is both elegant and complex...and it is highly coachable.

One of the finest teachers I've ever known said, "I love teaching because it uses all of me—my hands, body, face, eyes and voice, including inflection, pause, and volume. Then I have to use my heart and mind to process everything around me and understand what it all means. Then I organize myself to lead students toward hope, confidence, knowledge, comprehension, creativity, judgment, common sense, and group sense. I process many complex things in my mind. I'm like a jazz group, being sure that all the parts mesh with the whole. It's complex and challenging—and I love it!"

Teaching has an entirely different set of skills from law or any other profession. Other professions are more abstract and sedentary. Teaching is active—closer to acting and dance than is engineering or architecture. Elegant teaching is like creating magic, because it relies heavily on the precision and finesse of many simultaneous actions that blend together to create a result.

A teacher is a one-person jazz band with many separate internal systems that work together with precision and finesse to produce an elegant sound. The skills that make these internal systems work are well documented in the research and are highly trainable and coachable. Teacher educators who can communicate, model, and train others in this elegant craft are assured of job security.

I have coached excellent teachers myself, and I know

(please turn to p. 4)

STAFF DEVELOPMENT

Career Ladders

by Joe Hasenstab

There has been a great deal of discussion about the career ladder as a reward for different levels of skill and experience; very little has been said about how to discriminate between one level of teacher and another. While we take no position on the advisability of the career ladder, we know that teaching is a highly complex craft that can be judged in terms of different degrees of sophistication.

Teaching is a performing art like acting, singing, dancing, Olympic skating or diving. It requires precision and finesse in the implementation of highly honed skills. The difference between teaching and other performing arts is that teachers are in sympathetic interaction with their students. There is a sort of ebb and flow between them.

Metaphorically speaking, good teaching can be judged as readily as Olympic ice skating. In ice skating competition, there is an emphasis on precision in school figures that continues straight through to the Olympics. In addition, fundamentals are choreographed to music and judged for creativity, precision, and finesse in the execution of finely-honed skills.

Of course, judges may differ, one awarding 5.4 points and another giving the same performer 5.7 points. Even expert observers who know what to look for arrive at somewhat different qualitative assessments. The same can be expected in determining the levels of teaching effectiveness.

Ice skating is judged by people who have a sophisticated eye, who have practiced the precisely honed fundamentals of the art, and who are respected as experts in field. Enough research has been done on effective teaching for standards to have been established, yet teaching has yet to come up with judges who have agreed upon standards.

If career ladder systems are to be reasonably free of grievances and accusations of favoritism and patronage, standards must first be established and judges trained to discriminate between different levels of sophistication.

If Level I is the entry level, Level III teachers would be at the top of the ladder. We might say that the Level IV teacher is the Teacher Educator/Evaluator, a position to be held by the successful Level III teacher. Level III teachers are probably the ones most often referred to as master teachers under other plans. These teachers are characterized by their fluidity between teaching protocols.

The word "protocol" here means a decision tree of finely-honed skills and strategies. A simple protocol is the teacher's ability to find the student's agenda with Open- and Closed-Ended Questions and Confirmatory and Leading Paraphrases. Listening skills, body language and tonality are also parts of this protocol. Concretely, it is the teacher's ability to sit down with a student and use questions and paraphrases to determine the attributes that can be used to shape success. Parts of this protocol might be isolating the forces that are preventing success and dealing with them. The verbal skills of this protocol are the chess pieces and how they are used with each other is the strategy. Establishing the student's agenda is only one of many protocols.

"Multiple concentration" is the ability, in effect, to sing, dance and juggle oranges at the same time. A teacher who employs several protocols at once, all with precision and finesse, has multiple concentration and is a Level III teacher.

A Level I Teacher is still developing proficiency in delivering protocols, doing more than one thing at a time, each with precision and finesse. **The Level II Teacher** has honed each skill and is still concentrating on being able to employ all the skills in a multiple concentration.

Level III teachers are far more sensitive than others in their ability for multiple concentrations and in discerning the critical stimuli in their environment and acting on them smoothly and accurately. Level III teachers can make complex decisions with confidence. They can almost regain their composure if they stumble.

Level II teachers can ask their students a Memory, Comprehension, Creative or Evaluation question, observe the reaction of the class as a whole, judge a reasonable pause time to allow students to think through the question, then call on a student for the answer. Level III teachers do that and *also* know that more complex questions require more pause time. They know by observing their students' facial and eye cues when the students are ready to answer. Level III teachers have an immediately accessible memory bank to tell them which students are best at answering different kinds of questions. For example, some students are better at creative or evaluation questions than at memory questions. Level III teachers track students' answers, so that all students can give good answers 3 out of 4 times. This gives everyone a sense of success. The Level II teacher can deliver only one protocol at a time.

The Level II teacher knows how to respond to correct, incorrect or incomplete answers or nonanswers. The Level III teacher knows when to continue questioning the same student, probe more deeply for the correct or fuller answer, or call on another to continue the answer. The Level III teacher handles these situations so smoothly and deftly that all the students have a feeling of success. In contrast, the Level II teacher is awkward at reading the students and reveals this awkwardness in flustered vocal tone changes. **The Level III teacher** is in full control and, like a champion chess player, can see six or more moves ahead. The Level III teacher is characterized by smoothness in the ebb and flow of student interactions.

Positiveness is a large part of the Level III teacher's mastery of the craft. Level III teachers almost always use positive phrasing and communicate clearly and concisely. They maintain warm eye contact with students, thus closing the distance between them and personalizing the message.

Level III teachers handle disruptions and critical incidents smoothly. Let's say Paul is passing a note to Mary. Level III teachers almost never interrupt the lesson to deal with such an incident. Instead, they might use such techniques as Eye Contact, Moving In, or Name Dropping. The most overt action they might take is to write the student's name on the board—a class rule might be that the student would have to meet the teacher after class. A check mark after the name might mean 15 minutes' detention, etc. While different Level III teachers may handle misbehavior differently, each has the ability to continue the lesson smoothly and without interruption. What makes these teachers Level III is their ability to use multiple protocols smoothly and simultaneously.

The Level III teacher moves easily from a question protocol to a reading-think time protocol, to handling a disruption protocol, to a memory bank of correct answers protocol, to any other protocols in the teaching repertoire. Basically, what separates a Level III from a Level II teacher is the former's ability to make a smooth transition from one protocol to another and to apply two or more protocols at the same time. An example is Moving In on one student who is off task while asking another student a clearly framed question.

Level II teachers frequently know and apply 20 to 30 protocols independently. Yet they often stumble when they need to apply two protocols at once. They are like Level II free-form skaters, who are awkward at executing a double turn jump in combination with other movements. The Level I skater is still gaining precision in double turn jumps and other movements.

Before listing the protocols, I'd like to tell you a story.

There were six people who went on a tour of the magnificent Bucharest Gardens in Vancouver, British Columbia. Among them were a landscape architect, a botanist, a geologist, a teacher, a home gardener, and a blind person. After their visit, they all met at an Inn, where they described their experiences. As you might guess, each one had a somewhat different perception of the garden, of fragrances and the sensation of touch.

They decided to visit the garden again, this time to really enjoy each other's impressions. And they did! When they returned in the evening, the landscape architect said, "I appreciated the aromas as I never had before." The blind person said,"This is the first time I could appreciate the differences in texture between different kinds of rose petals." The geologist said, "I always spent my time studying rock formations. This was the first time I had the satisfaction of feeling soil in my hands." The gardener said, "I got the best sense of color and how it relates to texture." And the teacher said, "I take my class to this garden every year, and this year I'll take them to an entirely different garden when we come back here."

We who are interested in teaching are all experiencing the same garden. I'm going to give you a training designer's view of the Garden of the Protocols of Effective Teaching.

Level II and Level III teachers have finely honed skills in the following protocols, each of which has its own subset of skills.

1) Effective teachers act on the positive elements. To take an extreme example, they know that a child who steals demonstrates several positive attributes: the child has set a goal, has a plan to accomplish it, and is willing to take a risk to achieve the goal. Effective teachers use those positive attributes to accomplish positive goals. They almost always are positive in their phrasing—they tell students what they want them to do, rather than what they don't want them to do. Only occasionally do they use negative phrasing and then usually for contrast. Ninety per cent of the communication of effective teachers is positive.

2) Effective teachers phrase questions, directions, and statements clearly.

3) Their words are congruent with their body language and tonality. Effective teachers rarely send mixed messages.

4) They have direct, warm eye contact with students and position themselves in the room so that they are facing all students almost all the time.

5) Their voices communicate interest and enthusiasm. A part of this subset is that effective teachers use higher pitch for visual verbs, mid-range pitch for auditory verbs, and low pitch for kinesthetic/tactual verbs. Their hand movements usually follow a similar pattern.

6) Effective teachers spend more time on comprehension, creative and evaluation questions than on memory questions.

7) Their lessons are characterized by a combination of auditory, visual, and kinesthetic/tactual activities. They can rotate their verbs so that the students will see, hear and feel the concepts being taught.

8) They include in each lesson a solid reason for learning the concept—the "compelling why"—so that their students will realize the importance of learning it.

9) Their lessons are limited to 7 new bits of information at a time, with three repetitions of the information. And they give their students a way to remember, a "hook."

10) They define labels clearly and are equally clear about the similarities and differences among the labels. Effective teachers can move back and forth as necessary among the conceptual learning steps, Same, Different, Label, Operate, Combine.

11) They can explain and illustrate concepts both abstractly and concretely.

12) They can teach using both sequential and global (association) methods.

13) They can recognize off-task, tuned-out, and daydreaming behavior and act nonconfrontationally to bring the student back.

14) They know how to use humor to defuse anxiety and tension.

15) In counseling students or parents, they use positive phrasing, are empathetic, give support and approval, use problem solving verbal skills and paraphrases to help people resolve difficulties and think through the possible incongruities in their thinking. Effective teachers know where they are and plan several steps ahead to where they want the conversation to go.

16) They can make an error, a misjudgment, stumble, and quickly and smoothly recover.

17) Effective teachers are able to direct the dynamics of the group and its leadership toward positive goals.

18) They can isolate individual and group sources of satisfaction and use them to attain group goals.

19) They know how to avoid losing situations. They can orchestrate the series of wins to promote positive group dynamics.

20) They present lessons in interesting, different ways, such as team tournaments, simulations, role plays, cause and effect, inquiry, application of ideas, independent study, divergent and metaphorical thinking, etc. Over the course of a month, the effective

continued

Career Ladders *(cont'd. from p. 2)*

teacher uses many different methodologies that promote student thinking while exciting interest.

21) Effective teachers use a well-defined reward and penalty system that is consistent and fair. Intrinsic and extrinsic rewards are used far more often than penalties.

22) In establishing seating arrangements, effective teachers give attention to the relationship of students to each other and to the teacher as well.

23) They can customize their explanations of content to the varied learning styles of students.

These protocols might be classified in different ways by different people working in the same garden. Each teacher, like the free form skater, has creative ways of using combinations that work smoothly. The elegance of Level III teaching lies in the ability to combine precisely-honed skills in interesting and different ways to make learning happen.

SUCCESS WITH CAREER LADDERS

If career ladders are to work, there must be elements that fit together and complement each other.

1) There have to be substantial intrinsic and extrinsic incentives to make expert, efficient, effective teaching take place.

2) There has to be specific definition of the protocols being judged.

3) Protocols have to be defined in terms of specific skills, strategies and decision trees.

4) Coaches have to be trained to help people achieve elegant teaching. And different people, evaluators, have to trained to accurately describe why they gave the rating they did.

5) Everyone in the system must be confident that elegant teaching is possible, desirable and susceptible to judgment.

6) Management and fiduciary decision makers have to provide the support, climate, and environment that will make career ladders work.

I'm neither for nor against career ladders as an abstract concept. I do believe that, if career ladders are the direction we are taking, then we must make them work. In the end, what affects teachers affects student learning, and what affects students has an impact on the future capabilities of our society. A decade from now I'd rather be able to give praise for what we did together than to have to say it was pie in the sky, mismanaged, misguided, and an unfounded innovation that again demoralized teachers. Far better that we invest the time, effort, knowledge and technology now to make a logical transition to a system that encourages better teaching and generates better learning.

STAFF DEVELOPMENT

THE WISDOM OF PLS IN THE LAND OF OZ

by Geraldine Brophy and Mary-Jo Gallo, NY3UT/Southampton College Instructors

Once upon a time, in a district fifty-five miles distant from New York City, there lived two teachers with great expertise in the PLS courses Project T.E.A.C.H., P.R.I.D.E. and TEACHING through LEARNING CHANNELS. They were called PLS Instructors and it was decreed that their wizardry should be put to the test!

In this district, called East Islip on the Island called Long, more than half the teachers had experienced one, two or all three PLS courses. East Islip's Admirable Administrators developed a sincere interest in the popularity of the courses, and, with the help of the Union President, Walter Dunn, devised a schedule whereby all thirty administrators could be trained in Project T.E.A.C.H.

A decision was reached to give instruction over an eight-week period during the school day. "Merry Mary-Jo" was given released time by her East Islip Superintendent, "Eager Ed" Milliken' and "Jaunty Jerry" was granted released time from her Brentwood Superintendent, "Generous Guy" DiPietro.

Jerry and Mary-Jo considered what lay before them. The problems this group of admirable administrators would present were different from those presented by classroom teachers. There was the administrators' expected resistance to the very idea of being instructed (the course had been mandated for them), to being instructed by classroom teachers, and to being instructed by teachers of the female gender! The Instructors coached one another to deal with these resistances, as well as others that might arise. There was the possibility that there would be resistance to the course materials—after all the participants were administrators and the course had been designed for teachers.

No doubt you are curious to know how the Instructors dealt with these issues. Appreciating the participants' agendas, they were prepared with a slew of Project T.E.A.C.H. and P.R.I.D.E. skills. They used nonverbal communication deliberately and generously, and made ample use of Empathy, Supporting, and Approval Statements along with Positive Phrasing and Encroachment Strategies. The Instructors met with their participants individually and in small groups during breaks. This helped them to establish a sense of cohesiveness during large-group instruction.

Two unforeseen concerns developed. First, there was considerably anxiety among the participants about sharing their concerns among a large group of peers. The fear the participants entertained was that they would be "laughed at." The Instructors were moved and saddened by this. Both Instructors recognized the need to share their own personal experiences to indicate acceptance of various problems. Both knew they had overcome the participants' anxiety when one participant was moved to tears. The second concern had to do with time away from office and administrative responsibilities. When participants went back to their buildings, they were faced with lists of parents to call back, meetings to reschedule with staff, parents and students, etc. Again, the "Dynamic Duo" empathized with support, saying, "It *is* frustrating to be away from your desk. When we went back to our classrooms, we had to check over what our subs had done, mark papers that had been left for us, deal with discipline problems that had arisen, and return some phone calls." This enabled the "students" to realized that all educators face similar problems and enabled the group to become more unified.

The Instructors used their wizardry to jockey through Project T.E.A.C.H. until they reached the skill called the Problem Solving Inquiry. It was important that the class be aware that they could, indeed should, retain their own personalities and styles when using problem solving skills. The Instructors reassured the participants that it would be incongruous to share or give decision making power if they had no intention of following through. This kind of incongruity was evident in several situations that had occurred in different schools, where principals themselves had been "double-crossed" by superintendents and boards of education, and where teachers suffered the same fate at the hands of their principals. These realities made the participants realize the importance of being "true to oneself."

Humor abounded when the Instructors changed the homework on Positive Phrasing to include commonly heard negative phrases used by principals and departments heads. They inserted such comments as, "Those bulletin boards have been up forever"... "Your plans are never in on time"... "When are you going to stop being late for faculty meetings?" It was during the creation of this list that the Instructors became aware of their potential for wizardry. They realized the impact of this section when a teacher later said to "Wonderful Walter" Dunn, Union president, "I can't believe my principal complimented Fran on her bulletin board the other day. He *never* says anything nice!"

Certain parts of the program were modified to relate more closely to administrators' agendas. The episodes, which seemed irrelevant to some, became much more meaningful after the administrators had the opportunity to relate them to their own experiences.

The "Desert Island" section proved to be a highlight of the course. The Instructors delighted in watching the thirty Chiefs and zero Indians try to get off that island! In truth, the participants did a wonderful job. Relying on their knowledge of each other's strengths and using the verbal skills they had learned, they were able to help each other in planning. The energy of the group's dynamics was universally felt. After leaving the island and getting to the mainland, "Stupendous Stefano" (language department chairperson), stood up and exclaimed, "This is wonderful!"

Unlike most fairy tales, this tale has no ogre. It does have a powerful gremlin, though. "Bright Bob," President of the administrators' association, whose astuteness lent flavor and challenge to the class, saw the lighthearted side of the material. The Instructors, dealing with his resistances throughout the course, were uncertain how well they were reaching him personally. (Remember it was *his* union members who had been mandated to take this course.) "Benevolent Bob" dispelled the team's trepidations by presenting them with individual plaques acclaiming their wisdom and patience with the group.

It is quiet in the hamlet of East Islip now. The administrators are prepared to meet their teachers; the teachers are prepared to meet their administrators. Both groups feel confident with their acquired skills. They travel from one encounter to another with their course skill cards. Everyone appears to be living happily ever after. Wait...a small voice can be heard, saying, "We need more." Aha, another course perhaps! But that is a story for another time....

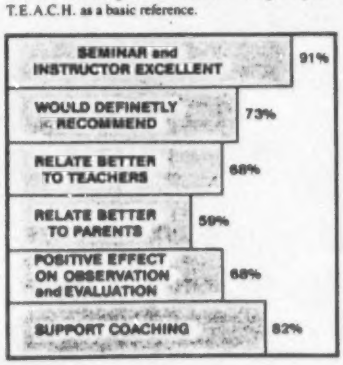
THE WIZARDRY WORKS!

The administrators who attended GERALDINE BROPHY's and MARY-JO GALLO's seminar evaluated it highly, with fully 91% rating both it and the instructors excellent!

Seventy-three percent said they would definitely recommend the seminar to other administrators. The remaining 27% would recommend it if certain modifications in time and content were made.

Sixty-eight per cent anticipated changes in the ways they relate to teacher, while 59% expected to be able to relate better to parents.

Sixty-eight percent felt that the course would have a positive effect on the way they observe and evaluate teachers, while 82% would support peer teaching, or teachers coaching other teachers, using Project T.E.A.C.H. as a basic reference.



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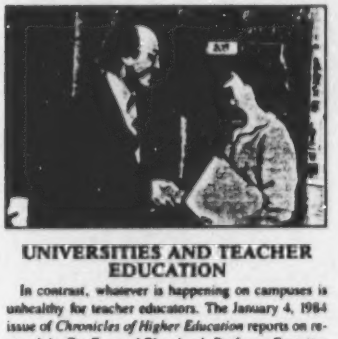
that simple pointers make great differences in practice. Warm, engrossing eye contact draws more students to concentration. A five-second pause after a student answers an evaluation question can evoke an another, better thought out answer from the student. Rotating verbs to cover kinesthetic/tactual, auditory and visual learning preferences and being sure to include the "compelling why" of the lesson gets students leaning forward in their seats. Repositioning problem students does more to get them on task than any words about their misbehavior. There are dozens of positive helper hints that a positive coach can suggest and cheer the teacher to success. A training system with observation and positive coaching is the only game we, as teacher educators, should be playing.



UNIVERSITIES AND TEACHER EDUCATION

In contrast, whatever is happening on campuses is unhealthy for teacher educators. The January 4, 1984 issue of *Chronicles of Higher Education* reports on research by Dr. Everand Blanchard, Professor Emeritus of Education at DePaul University. Dr. Blanchard surveyed 32,000 faculty members, some of whom were teacher educators. He confirmed his data twice in a three-year period with each person in the survey and found that:

- 30% of the teachers (teacher educators) have contemplated suicide.
- 50% say other faculty members get on their nerves "most of the time" and 62 percent said the students do.
- 42% say tension and irritation are part of their daily working lives, while 38 percent admit that they worry a good part of the time.
- 42% are incapacitated at times by "wide fluctuations" in their moods—"from depression to elation, back to depression."
- 36% experience waves of anxiety not attributable to any related causes.
- 62% say they are usually satisfied if they simply "get by" with assigned tasks.
- About 2/3 report deriving little or no pleasure from things they "used to do years ago."

Dr. Blanchard questions the wisdom of emotionally unhealthy professors' teaching teachers. The larger question is: Are universities the best environment for teacher educators to apply their craft? Clearly, there is something radically wrong in the work environment on campuses. Before campus-based teacher educators jump to the defense of campus education, we invite them to weigh two phenomena that often occur in the presence of extreme anxiety. Victims sometimes defend their victimizers (as did Patty Hearst); and they often feel unfounded guilt and remain silent, as do 9 of 10 rape victims.

There are good reasons for campus based teacher educators to run away from campuses that are causing serious mental health problems for too many teacher educators:

1. Universities have never respected their schools of teacher education. Can anyone show a situation where teacher educators were requested to apply their craft to improve instruction in other departments at the university? That says almost all. Vital to a sense of worth is knowing that you are fulfilling a mission of importance and that your efforts make a difference.

2. The priorities of the university are inconsistent with the public interest. The public wants more competent teachers; the university wants credentials, a resume, and recommendations for university positions.

While going over resumes and letters of recommendation for 500 job applicants who held Ed.D's, I found that fewer than 2% alluded to the candidate's ability to teach. Only one candidate said in his letter that he had the ability to teach teachers *how* to teach.

At least two thirds of each resume and recommendation was devoted to selling the candidate's ability to write scholarly articles and to work on committees. If teacher education is to produce teachers who can *teach*, they must be taught by teacher educators who are models of elegant teaching.

3. David Berliner, of the University of Arizona, said in the January 20 *Teacher Education Reports*, "There is zero correlation between the research of effective teaching and teacher education programs." And Virginia Koehler, Director of the Teaching and Instruction Division of N.I.E. warned, "What we need is research on teacher education, *per se*. Incorporating the research on teaching is only part of the problem." It's obvious that any change agent, teacher educator or dean wanting change has to fight too many battles through a faculty committee system. When you have to secure agreement of the teacher education faculty, the department head, the dean of education, the academic dean and the general faculty to make improvements, you've created a "no-change-wanted system." There are too many faculty members who say, "For my emotion system, I've retired, except to make my classes and get my check." Even if a 90% change toward the ideal model were possible on campuses, one would have to contend with the immobility of the decision-making system that knows nothing valuable about teaching or the K-12 system.

4. The university plays a shell game with teachers' tuition money. Typically, a teacher taking a course pays tuition, and the state or province pays a subsidy. A single three-credit course costs the public $400-$500 per student. The university then disperses the money: the engineering department gets 5 times more money and veterinary medicine get 11 times more money than does the department of education. Almost 2/3 of teacher/taxpayer money goes to subsidize other programs. That does not sound to me as though universities respect teachers or their educators. Why are cattle, cats and blueprints more important than the education of our youth? Education organizations and legislators should go right through the roof on this single issue. Teachers were never really trained well because the university, with fiduciary responsibilities, has a history of using 2/3 of the money for other departments. Money affects program; program affects product. Teacher educators are being blamed for poor training, which is largely the result of starvation funding.

5. Let's discuss equal pay for equal work at the university. Why is it that engineering faculty can secure a $45,000 beginning salary, and teacher educators can secure only a $12,000-$16,000 beginning salary? Several K-12 teachers we know as exceptional models of the craft were invited to teach at colleges and had to refuse because they couldn't afford to go from the top of the K-12 guide to the bottom of the university guide. One K-12 teacher earning $37,000, with fringe benefits, was offered $14,000, including fringes, at a private college if he would complete his doctorate. The career ladder in teacher education never has encouraged the best K-12 educators to be teacher educators.

Ann Flower, past president of A.A.C.T.E and Dean of Education at Georgia Southern College, said at the recent A.A.C.T.E. conference, "We have been so caught up in our own professional lives that many of us have lost sight of the challenges of our society. We have talked with each other much too long. It is time for us to talk to others."

Maybe it's time teacher educators talked to the decision makers about getting off campus and into schools to apply their craft. School board, teacher and administrator organizations might also find it worthwhile to lobby legislators to give all teacher education FTE's to school district programs.

There are excellent reasons for teacher educators to welcome a separation from the university setting. There are many reasons to expect that they would be far better received and respected as teacher educators on site, in schools.

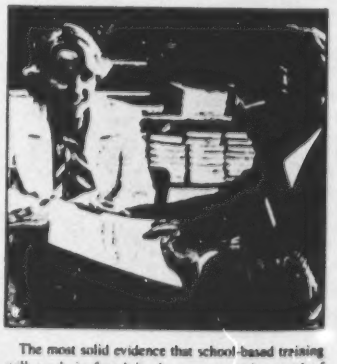
1. Teacher educators are taking more and more heat from teachers about a lack of modeling what is being taught. The teachers often react with sniping remarks and tuned out behaviors. Decision makers must understand that teacher educators were never taught "how to teach," nor are they observed or coached. They are victims of their own training. Teachers will respect teacher educators who model the practices being taught. Teachers are very good coaches for teacher educators. It's as simple as the teacher educator saying, "I have a problem with clarity. Every time you sense this, would you signal me by holding up your notebook." Or, ask at the end of a class, "What did I do well today? What opportunities are there for me to improve?" Teachers are exceptionally helpful in coaching their coaches, and it's positive modeling. It's communicating an attitude that the best can be coached.

2. If teacher educators taught in schools, they would avoid the "I don't think you understand my situation" response from their clients. Teacher educators who teach in the work environment with observation and coaching will know the teachers' work world. Teachers are open to people who have a "street sense" of their classrooms. They will listen and implement anything that has a good prospect of working.

3. In schools, teacher educators will witness the fruits of their work. They will see teachers growing and taking pride in their work. They will see the teachers enjoying their finely honed techniques bearing fruit in student learning. They will enjoy the bantering in the teachers' room and the happy, funny stories about kids. They will see how well their applied technology works and be there to help make modifications when the technology needs adjustment.

SCHOOL BASED TRAINING

4. School-based teacher educators can act as consultants, coaching principals on ways to apply effective school research. Let teachers, teacher educators, and administrators be direct change agents in schools with live people and real situations. School-based teacher educators will be far better received by teachers and administrators on school turf than on campuses. They must be highly trained models of sound teaching practices. They must be able to step into any K-12 situation to demonstrate the magic of effective teaching. They must be there to fine tune effective school research into action. If they can do all these things, teacher educators will be well received and well loved.



The most solid evidence that school-based training will work is found in the proven track record of corporate training. The corporate world has long known the advantages of systematic, sophisticated, on-site training and coaching. Corporations put their money only where it will pay off. The most successful companies do the most training. United Airlines spends more money training a flight attendant than is spent educating a K-12 teacher through a Master's and 60 hours. It is interesting to note that private-sector training staffs earn 50% more than their public-sector counterparts. This tells us something of the priorities and mission of successful corporations: to make their personnel as competent as they can be.

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(cont'd from pg. 4)

It's highly positive and upbeat. Management conveys a simple message related to job security: Show us that the training will produce more competent people who will produce a growing more profitable company and we will invest in you. Corporate training people connect the cost of training to results. They say to management, "This is what you paid for and this is what we accomplished. Now, here is where we think your next investment should be..."

We have much to learn from Delta, IBM and Xerox. The Twentieth Century Fund Report on Education, made up partly by businessmen, recommended that 3% of a teacher's salary be set aside for professional development. That's more than $600 per teacher per year. They know better than anyone that training is critical to mission, critical to output, and critical to self-concept. The problem with educating teachers is that we think poor. We promise to do the best job possible with meager funds. Instead, we have to think bold and show we can produce competent teachers.

To warrant that investment, teacher education must produce the best and most economical results. We have the greatest chance of producing those results if teacher education is modeled after corporate training—conducted on site with a systematic approach and ongoing observation and coaching.

We are so vital to the future and success of the society in a highly competitive world that it's time we clearly stated to the decision makers what we need to get out in front of the problems. We produce the people who produce the producers. We have to state the conditions we need to produce the results. We produce the future, and it's time we became investment worthy.

The simple truth is that teacher education will become worthy of investment only when we are working in schools, with entire staffs...delivering the building blocks of effective teaching through a clear, cohesive system, as models of the best practices...with the support of the trained principal and teachers, and providing positive coaching. That's the only way we can produce the results and be worthy of investment.

EDUCATING THE HANDICAPPED CHILD... A PERSONAL ACCOUNT

by Diane Ramsey, PSEA/Wilkes College Instructor & PLS Trainer

Diane, one of our most sought-after instructors and a singularly talented trainer, is also a parent, one of whose children has several handicaps. Her story only intimates the magnitude of the effort she has had to bring to bear in trying to help her daughter "to be the best Megan she can be." Diane's experiences are typical of those endured by hundre 's of parents who help their children to reach their potential in spite of the advice (or lack of it) from educational and medical professionals.

Our task being to help all children to be the "best" they can, we are publishing Diane's tale in the hope that it will increase the sensitivity of all of us to the special needs of children, whether they are handicapped in the relatively small ways most of us are or they have larger, more severe handicaps. We hope that, seeing Megan as a truly unique individual, we will look at all other children as the unique individuals they are.

Megan and Alyson

I suppose I am one of those people who dreamed of having bright, beautiful, wonderful children—and I did. My daughter Megan, who happens to have a number of handicaps, is no less bright, beautiful or wonderful than my other daughter, Alyson. Megan's brightness shines in ways other than impressive IQ scores or high percentile ranks on achievement tests.

Megan was born in October, 1978. When she was five days old, Megan was diagnosed as having Cornelia de Lange Syndrome, a rare disorder that affects the early development of the fetus and results in varying degrees of physical and mental retardation. In Megan it also produced seizures, recurrent respiratory infections, visual impairment, perceptual impairment, and speech and motor difficulties.

While Megan was in the intensive care nursery, I was put in touch with a woman who had a 5 month old son with the same syndrome as Megan. (The Lehigh Valley of Pennsylvania has an alarming incidence of children with Cornelia de Lange Syndrome, as does the state of New Jersey.) This woman told me of an excellent infant stimulation program for Megan. *None of the specialists we had to deal with ever recommended that we get Megan into such a program, although research substantiates that early intervention is critical if the handicapped child is to develop to his or her fullest potential!*

Megan began attending school when she was five months old. Initially, the program was scheduled for one morning per week. Half of Megan's morning was spent in activity with other children while I attended a parent-support meeting. During the rest of the morning, the therapist or teacher worked with Megan through me. She showed me ways to stimulate Megan cognitively and socially and demonstrated exercises and movements to develop Megan's fine and gross motor control. I was expected to follow through with the activities and exercises during the week. (There were many times during those early years that I felt as much Megan's therapist as her mom.) Our family is dedicated to allowing Megan every opportunity for growth. Therefore, we all work to provide a warm, loving and stimulating environment for her, as well as Alyson.

Unlike many other professionals and nonprofessionals we have come across who saw Megan only as "handicapped child" with enormous limitations and little, if any, potential, the staff at Megan's school has been more than supportive. They have accepted my feelings and allowed me to ventilate them. They have always understood what I was saying, and their display of caring for Megan and for me has been wonderful. For two years, Megan attended a full-day pre-school program three days a week and was to attend at least four days a week this past fall.

We were notified in September that Megan's program, in Bethlehem, PA, was being cut to 2 1/2 days a week because of budget deficits. We are now in the process of trying to find a program to supplement Megan's shortened program. Our area of New Jersey has little to offer the pre-school handicapped child. Megan has been rejected from two pre-school handicapped programs, and we have yet to find an acceptable supplement to her 2 1/2 day program. I am finding that the quality of Megan's education depends heavily on the amount of time and effort I'm willing to put into the search for the most appropriate placement for her. Although well intentioned, professionals in the field of special education in New Jersey appear unable to meet my child's needs.

Therefore, *I* must be Megan's strongest advocate. I have been very outspoken at parent groups meetings and with the staff at Megan's school and was part of a reactor panel at a one-day conference for educators and health care professionals who deal with handicapped individuals. I've also done an inservice for the Philadelphia United Cerebral Palsy Center and the pediatricians, pediatric interns and residents at Allentown (PA) General Hospital. All carried the same message—*health care professionals and educators must be sensitive to the needs of the handicapped child's parents as well as to the needs of the handicapped child*. There are too many parents who are intimidated by professionals and whose children are seen by the professionals as "cases" rather than as children.

Being Megan's parent is a mixture of wonder and challenge. I want Megan to be the best Megan she can be. Each time her doctor in Philadelphia sees her, he shakes his head in disbelief. She wasn't "supposed to" have such a warm and vibrant personality. She wasn't "supposed to" be curious about the world around her. All of the "supposed to's" for Megan went out the window, because we allowed Megan to *be*. We accept Megan's handicaps without succumbing to them.

Megan is a unique individual. There is a part of her that is handicapped. There are many parts of her that are not. I continue to enjoy Megan's sense of humor and joyous attitudes toward people and life. I know that what she lacks in skills, she makes up for in enthusiasm. Megan is one of the most delightful children I know. She doesn't know the meaning of the word "quit." Her arms are open to the world, and she wants to gather in as much as those little arms can hold. She says YES to life, and she finds joy in learning and in living. Megan can also be feisty and stubborn. She has a mind of her own, and she will refuse to compromise if she feels strongly enough about an issue. I admire Megan's qualities. She is her own person.

KTAV and ME by Joanne Smith, Teacher

Through BCEA, a long-time supporter of PLS programs, a group of New Jersey teachers was introduced to TEACHING through LEARNING CHANNELS this summer by GEORGE MAMUNES. JEANNE SMITH, a third-grade teacher in Bergenfield, New Jersey, submitted the following as part of an assignment. Almost a prose poem, it describes a person who sees the world and feels it with her body and her emotions--a truly KTV person. Teachers who come across students who speak or write like Joanne will know immediately that they too are kinesthetic-tactile/visual people who absorb the world through their eyes and feelings.

I believe I'm a V-K-T person. I know I learn by seeing words, patterns, pictures in my mind. When learning, I usually stand look at the person. (That's why I didn't sit next to you, George.)

I enjoy just looking at my backyard, a lake, trees, the ocean, hotels.

I love movements - writing, skiing, walking, swimming. I love nature - sun, wind, sand in my toes.

I love many animals - and being with people.

Eating is too much fun!

I cry at sad movies, books, even TV!

Movies and Museum say I move my hands a lot.

To find my way, I must visualize the streets or hallways.

I need maps to help me!

I can learn to work machines only by the *touch* method.

My memories are of KT experiences or of people - not of places, events.

I remember from my childhood...the thrill of the Northern Lights appearing on my birthday...my three turtles...lying in the grass watching clouds.

I've forgotten the famous places I saw 20 years ago in Europe, but I remember Berlin at 1 a.m. as I stopped down an alley after too much wine. Frustration and laughter as we broke the language barrier in Italy, drinking tea from a thick bowl in Paris, singing in the Hofbrauhaus, running into a college friend in Salzburg, pulling the emergency cord on a train in Lyon.

I believe I must learn to trust my "intuition" and hunches more. I have done so with many important decisions in my life - with success. Now I must do it daily.

This applies to *myself* as a teacher. Less attention to the pressure of covering curriculum and more attention to reaching children via KT channels might help me.

Also, although I'm a patient person, sometimes I become too stressed at certain people. Next time I'll say, "KT" three times, before I vent my frustration.

I believe my renewed awareness of KT will help me reach the "sicky people" and the bright, lethargic ones. I'll be looking for more ways to provide concrete, manipulative experiences for my students.

(cont'd. from p. 1)

Magic of Staff Development

Recommendation 3. Conduct training sessions (more than) two or three weeks apart. The majority of teachers taking PLS programs choose a weekly time format. It offers the opportunity for them to process and information and practice the skills and strategies learned in the session. There is a number of teachers who choose to take courses over a one- or two-week period of intensive study during the summer. Their high level of participation and on-task behavior leads us to conclude that the learning preferences of teachers, like those of the rest of the population, vary. Summer evaluations are 10% higher than spring, and evaluations for spring tend to be 5% higher than for fall. Classes meeting after dinner tend to receive evaluations about 5% higher than those meeting right after school.

Recommendation 4. Include presentation, demonstration, practice, and feedback as workshop activities. The heart of the training design of PLS courses is this four-part process. Each three-hour segment of the course contains presentation, demonstration, practice and feedback. That's 15 times per course! In addition, the four processes are varied so that each session is similar and yet not the same. It is this rotation that may account for the enjoyment that many participants report they experience during learning.

Recommendation 5. During training sessions, provide opportunities for small-group discussion of the application of new practices and sharing of ideas and concerns about effective instruction. All PLS courses contain at least three types of small-group activity where application is discussed. The first usually occurs spontaneously at the opening of each class meeting, when participants share with each other their experiences and observations in practicing the skills learned in the previous session. Discussion also takes place after the in-class practice of a skill or the reading of the research supporting what has been taught. Instructors frequently report that the discussion of skill and knowledge application is so intense and enlightening that they instructors must model the very best instructional skills to move the group forward to the next phase.

Teachers who comment on their evaluations about the power of the small group discussion may write, "Thank you for allowing me to take such an active part in learning! I was never bored. Other teachers might report pleasure that the small-group discussions were so well paced and monitored by the instructor. "I was amazed that we actually accomplished something in the discussion!" PLS training designs use concrete, activity-based, task-oriented discussion settings that illuminate the course research and lead toward greater application and individualization of the course skills.

Recommendation 6. Between workshops, encourage teachers to visit each other's classroom, preferably with a simple, objective, student-centered observation instrument. Provide opportunities for discussion of the observation. At PLS we are finding a growing climate for recommending in-class observation by participants in the program. There are two factors affecting in-class observation: 1) Teachers taking the program may not be from the same schools. 2) School districts report that no funds have been budgeted for substitute teachers for this purpose. While continuing to encourage and endorse peer observation, PLS ensures observation and practice by building these activities into each 3-hour segment of the programs.

Recommendation 7. Develop in teachers a philosophical acceptance of the new practices by presenting research and a rationale for the effectiveness of the techniques. Allow teachers to express doubts about or objections to the recommended methods in the small group. Let the other teachers convince the resisting teacher of the usefulness of the practices through "testimonies" to their use and effectiveness. Our experience has been that teachers develop a philosophical acceptance of research by seeing, hearing and experiencing the increased classroom learning and improved management practices resulting from their use of research-based skills and techniques. When PLS field tests a course and teachers give feedback on the value of the research it contains, they state repeatedly that the research must be related to usable professional teaching practice. Although each PLS program includes research sources for the skills learned, the majority of teachers read the research and begin to discuss it for application *only* when they have experienced the research in action through the instructor's modeling of the skills and their own classroom activities. Modelling, practice and classroom application are the keys to long-term internalization of professional teaching skills.

When teachers express doubt and confusion, it is a sign that they are learning. That is why testimony from colleagues is so powerful. The opportunity for "testimony" arises then too, as evidenced by the laudatory comments expressed both orally and in writing on participant evaluations. All participants log in their folders each session their successes and concerns. All instructors respond each session to the successes and concerns of their students. We believe that the power of educational research lies less in its publication than its identification of real, professional teaching practices that work in the classrooms of exceptional teachers and can work in the classrooms of others. If educational research is universal, skill based, and grounded in the real world of teaching practice, it will stand on its own merits.

Recommendation 8. Lower teachers' perception of the costs of adopting a new practice through detailed discussions of the "nuts and bolts" of using the technique and teacher sharing of experiences with the technique. PLS refers to this recommendation as the guaranteed payback. A teacher who is considering adopting a new practice must have certain program-embedded supports for doing so. PLS programs provide the following supports: modeling by the instructor, three different practices of the skill within the program session, with subsequent monitoring by the instructor and peers, positive feedback on skill acquisition in small-group discussion, assignments specifically focused on the internalization of new behavior in the teacher's classroom, and statements culled from research and immediately accessible in the participant's learning materials. We also respect every teacher's professional prerogative to discontinue a teaching practice if it increases rather than decreases stress and inhibits learning.

Recommendation 9. Help teachers grow in their self-confidence and competence through encouraging them to try only one or two new practices after each workshop. Diagnosis of teacher strengths and weaknesses can help the trainer suggest changes that are likely to be successful—and, thus, reinforce future efforts to change. The training design and field testing of PLS courses have proven this recommendation to be valid. As a result, PLS courses teach three or four skills or techniques per three-hour session. We design the courses so that each of the skills in a grouping is interdependent with the others. In addition, the programs grow incrementally from simple to complex as each new set of skills builds upon the ones learned previously. At the completion of the program, participants are able to recognize how all skills are related and are understood to be interlocking parts of a whole.

Recommendation 10. For teaching practices that require very complex thinking skills, plan to take more time, provide more practice, and consider activities that develop conceptual flexibility. When a teaching practice requires complex thinking skills, PLS analyzes its complexity and simplifies the practice by breaking it down into its separate components. We then design the variety of activities, e.g., simulations, questions, role plays, programmed instruction, and modeling, to enable a complex thinking task to occur in a simplified way. The participants are guided through the complexity to the realization that the teaching practice can be applied in many ways. The process of field testing and evaluation of PLS programs has proven invaluable in clarifying such complexities and enabling us to teach the most powerful skills through the simplicity of sophisticated design.

We score well on these ten recommendations probably because we spend more than 100 times the research, development and field testing time that others might. A single course requires 60,000 hours—seven person-years—to develop. Each three-hour session represents 21 weeks, or 5 months, of work. Our only reason for spending so much time and energy on the development of our programs is to enable teachers to internalize the practices that will make them more successful in the classroom.

TEACHING with T.E.A.C.H.

The book so many of you have asked for is almost ready for publication!

TEACHING with T.E.A.C.H., Performance Learning Systems' witty and insightful book about Project T.E.A.C.H. is being written by John Church, recently retired staff member of the British Columbia Teachers Federation, and edited by Joe Hasenstab.

TEACHING with T.E.A.C.H. is an amusing and comprehensive discussion of the skills and strategies of Project T.E.A.C.H. and how they are applied in the classroom. Taken from tales told during the *Maine Experience* last summer by members of the 200+ and 500+ Clubs, the book is full of anecdotes and stories that illuminate Project T.E.A.C.H. and will entertain and enlighten every teacher.

Performance Learning Systems is now offering *TEACHING with T.E.A.C.H.* at its prepublication price of $10.95. Later, it will cost $12.95. So be the first on the block...call now and order your copy. Harriet is waiting for your call at 800 526-4630.

The Parent-Teacher Conference Workshop

Performance Learning Systems' two-hour workshop, *The Parent-Teacher Conference* has proven invaluable for teachers in preparing for and conducting productive and positive conferences with parents. It is a superb vehicle for relieving the stress and anxiety that often accompany conferences and for enabling teachers to conduct conferences skillfully and professionally.

Utilizing a sound-filmstrip, facilitator's guide and participants' resource manuals, the workshop emphasizes practical techniques, "how to's" for:—

- Preparing students for the conference
- Smoothing conference scheduling
- Using the conference setting advantageously
- Planning and controlling the conference flow
- Presenting students' papers as support materials

Complete with exercise and role plays, the workshop can be conducted by an administrator or other school staff member who will take teachers through The Five Phases of the Successful Conference

- The Warm-Up
- Presenting the Student's Positive Attributes
- Reviewing the Student's Growth
- Securing the Parent's Cooperation
- Concluding on a Positive Note

Materials for the workshop are available from Performance Learning Systems. The facilitator's kit containing a sound filmstrip and cassette (14 minutes, audible and inaudible advance) costs $65.00. Participants' resource guides can be purchased on a one-user/one fee basis at a cost of $1.25 each for orders up to 100 and $1.05 for more than 100. Each resource guide is consumable during training and becomes the property of the participant for later reference.

Research Update:

TEACHING through

Of course you always knew that there's a difference between the sexes...did you know that it's really in your *head*?

Physical anthropologist Dr. Christine de Lacoste-Utamsing, of the University of Texas Health Science Center, has discovered that the difference between men and women is in their *brains*.

Dr. De Lacoste has found that the *corpus callosum*, the left-to-right brain passageway familiar to graduates of TEACHING through LEARNING CHANNELS, is larger and more bulbous in women's brains than in men's. There are more connections between the brain's lateral hemispheres.

The greater number of connections between right and left brain of the female suggests the possibility of more balanced cross-communication than in the male brain. In other words, women's brains may be less lateralized and less specialized than men's.

The greater specialization of the male brain may explain why boys do better in math and spatial-reasoning tasks involved in geometry but do less well in learning to read. With less cross-communication between the hemispheres of the brain, boys seem to have the edge on using the right side of the brain.

Dr. De Lacoste's findings are supported by observations of women whose speech center has been damaged; they are more likely than men to recover their ability to speak, perhaps because of a greater ability to use their right brain for left-brain functions.

This difference may have a physical basis. Dr. De

The First Day of School

PLS's sound filmstrip, ***The First Day of School*** is a fast-paced, upbeat audiovisual experience that will send teachers back to school excited, enthusiastic, ready to meet new challenges.

With the right start, that first day of school can be a time for establishing a pattern of success and cooperation that will last throughout the school days that follow—instead of, as it is so often, a time when post-vacation blues and end-of-summer letdown take over.

Based upon in-depth interviews with teachers, ***The First Day of School*** covers areas that can make the first day of school one of the best days:

- Gearing up mentally and psychologically
- Getting Organized
- Showing warmth and congeniality
- Telling students what is expected of them
- Communicating alertness
- Identifying student strengths
- Emphasizing staying on task
- Giving students a sense of accomplishment

Teachers can start the year off right! ***The First Day of School*** sound filmstrip can be obtained through PLS for only $32.00.

Project T.E.A.C.H. Review Tape

What's smaller than a breadbox, helps you develop and use your Project T.E.A.C.H. verbal skills to deal successfully with specific classroom situations, and is willing to coach you anytime, anywhere?

The new ***Project T.E.A.C.H. Review Tape!*** Available this summer to all participants of Project T.E.A.C.H.—past and present—the ***Project T.E.A.C.H. Review Tape*** will help T.E.A.C.H.ers retain and use the verbal skills of Project T.E.A.C.H. successfully in the classroom, in counseling sessions, and in meetings with parents, colleagues, and administrators.

The unique design of the ***Project T.E.A.C.H. Review Tape*** insures that the review will be different each time the ***Project T.E.A.C.H. Review Tape*** is used. Situations and skills are immediately and personally relevant.

Built into the design of the ***Project T.E.A.C.H. Review Tape*** are sound principles of coaching to increase precision and confidence in using the Project T.E.A.C.H. skills—skills that heighten classroom effectiveness.

The ***Project T.E.A.C.H. Review Tape*** is a singularly powerful tool to prepare for specific classroom or counseling situations—anytime, anywhere. Information concerning price and delivery dates will be announced early this summer.

* * * * * * *

LEARNING CHANNELS

Lacoste found that brain lateralization begins in fetuses at least as early as 26 weeks and continues until the onset of puberty. Since girls reach puberty before boys, it may be that their brains simply have less time to lateralize. The male sex hormone, testosterone, has been shown to affect the lateralization of the brain.

These sex-linked differences say nothing about individual intelligence and mental ability. They simply reflect the ways men and women select and screen information. "Women seem to have a bias toward picking up information presented in a verbal fashion; men, in a visual-spatial way. Once the information is selected, their brains function in the same way with the same potential," Dr. De Lacoste emphasizes.

She speculates about the reason for male/female brain lateralization. During the brain's evolution, men and women occupied different places in their world. Females gathered food and nurtured babies, while males hunted. These activities, each requiring different skills, may have forced the male and female brain to evolve differently. Females needed a more integrated understanding of the world, while males needed more specialized skills, like the ability to retain three-dimensional images of places and things in their minds.

Whatever the explanation, the effect of genes on our brains is less significant than the ways in which we use our genetic potential. It is through the interplay of nurture and nature that we human beings determine how our talents and capabilities affect the world and decide what course our lives will take.

STAFF DEVELOPMENT

MOTIVATION

By Steve Barkley

I often receive phone calls from school district personnel asking if Performance Learning Systems provides any workshops on motivation. The callers tell me that teachers have requested this topic most often on a survey of needs. While I'm quick to respond positively, I'm never sure what part of which program I might recommend. I can easily relate everything in Project T.E.A.C.H., P.R.I.D.E., and TEACHING through LEARNING CHANNELS to the subject of *motivation*.

A recent reading of Raymond J. Wlodkowski's *Motivation and Teaching* (Washington, D.C.: National Education Association, 1978) confirmed my thinking that motivation defies exact definition and understanding, yet provides ideas and approaches that can enrich teaching and increase the opportunity for successful learning.

The following charts list some of the strategies Dr. Wlodkowski includes under motivation and where those skills are trained in Performance Learning Systems courses.

1. Listen to the students. Treat them with empathy	Project T.E.A.C.H. trains 12 verbal skills that help teachers to communicate empathy and support. Group Dynamics skills also reinforce students' importance to the group. Specifically included are the 4 major skills used in listening, the Empathy Statement, and three forms of Supporting Statements.
2. Model enthusiasm.	P.R.I.D.E. focuses on the importance of teachers' nonverbal messages in communicating enthusiasm. t trains teachers in nonverbal techniques for transforming students' negative nonverbal messages to positive ones.
3. Guarantee success	Contracting, as taught in P.R.I.D.E., stresses guaranteeing student success. By concentrating on learning strengths rather than weaknesses, TEACHING through LEARNING CHANNELS helps teachers guarantee successes that are achieveable.
4. Relate to students' physiological, safety, love, esteem, and self-actualization needs.	P.R.I.D.E. trains the components of a successful reward system, emphasizing the importance of *knowing* student needs. Project T.E.A.C.H. enables teachers to identify sources of student satisfaction.
5. Use humor, stories,and questions for active student participation.	Project T.E.A.C.H. covers the importance and necessary components of humor. P.R.I.D.E. focuses on successful questioning techniques. Teaching with stories is developed in TEACHING through LEARNING CHANNELS.
6. Use problem solving, games, role plays, and simulations.	TEACHING through LEARNING CHANNELS stresses the importance of these techniques for meeting all learning channel preferences.
7. Help students operate with learned skills in their daily lives.	The steps for concept development taught in TEACHING through LEARNING CHANNELS describe the importance of combining skills to solve real-life problems for long-term learning.
8. Provide different learning modalities to help students learn how to learn	Teachers develop a talent for variety in lessons in TEACHING through LEARNING CHANNELS.

These are just a few of the areas Dr. Wlodkowski covers and that are trained in the Performance Learning Systems courses. Much of the success of Project T.E.A.C.H., P.R.I.D.E., and TEACHING through LEARNING CHANNELS lies in the quality of the materials and the instructors' modeling the skills outlined above. Instructors would find this book helpful in putting together the many components of motivation.

GUARANTEED:

IMPROVED INSTRUCTION IN THE CLASSROOM!

STAFF DEVELOPMENT GUARANTEE

PLS guarantees that teachers successfully completing
Project T.E.A.C.H.
P.R.I.D.E.
TEACHING through LEARNING CHANNELS
will show observable instructional improvement in the classroom. Whether you choose to have your own instructors trained to deliver these programs, or you elect to work with the more than 1200 certified PLS instructors in the United States and Canada, Performance Learning Systems guarantees results that you can observe. When the PLS implementation model is in place, Performance Learning Systems fully guarantees the desired, observable results.

—OR Performance Learning Systems will fully refund your investment.

Project T.E.A.C.H.

(Teacher Effectiveness and Classroom Handling)
Project T.E.A.C.H. trains your teachers in practical, positive interactional techniques that will have a positive impact in the classroom. PLS guarantees that the verbal skills, momentum and non-confrontation strategies, the group dynamics and decision making skills will produce significant improvement in instructional effectiveness.

TEACHING through LEARNING CHANNELS

TEACHING through LEARNING CHANNELS directly addresses the area of teaching effectiveness in the cognitive domain and focuses attention and skill training on the identification and use of student learning channel strengths; on the analysis of curricula based on learning channels and the use of skills to complete those learning objectives; and the development of alternative strategies to meet the needs of the heterogeneous classroom situation.

P.R.I.D.E.

(Professional Refinements in Developing Effectiveness)
P.R.I.D.E. will help your teachers improve their instructional effectiveness: by refining their curriculum questioning techniques; by reading student nonverbal communication and using body language signals successfully; by building a symmetry of classroom rewards and penalties; and by analyzing critical classroom incidents to institute practices that offer the lowest risk and the greatest gain.

COACHING TEACHERS TO HIGHER LEVELS OF EFFECTIVENESS

Designed to maximize administrators' impact on teachers' performance, *COACHING TEACHERS TO HIGHER LEVELS OF EFFECTIVENESS*—analyzes the research on effective teaching; focuses on identifying teacher strengths and areas for growth using observation based on the effective teaching research; provides practice in the verbal and nonverbal skills vital to successful coaching; and creates a positive base of experience in using the conferencing and coaching processes to improve teacher performance in the classroom.

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